

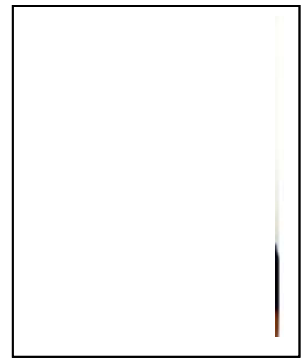
Assessment and Measurement for Teachers

Summer, 2013

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Course Goals:

Teachers assess to test; educators assess to assist learning. -- Dave Carter

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 retaining information. In today's educational landscape, assessments come in a variety of forms. Developed at the classroom, grade, district, state, and school level, it is critical that all educators have a firm understanding of the complexities and technical aspects that go into preparing and 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 of the course are as follows:

- 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.

Course Text

Popham, W.J. (2014). Classroom Assessment: What Teachers Need to Know. (7th Ed.) Boston, MA: Allyn and Bacon.

Additional Readings and handouts are required and can be found on our ecollege website.

Office Hours

As this is an online course, I have set-up a discussion area on our ecollege website called “Virtual Office Hours.” Rather than email me questions regarding the course, please start a discussion thread and I will answer your questions right online so everyone can benefit from your inquiry.

Of course, if your question is personal in nature (you would like explanation of a specific grade, you have a personal issue) please privately email me. All questions will be answered within 24 hours.

Please make sure that ecollege has your most updated email address. I frequently use email to communicate with students and pull email address directly from the ecollege system each time.

Assignments

All assignments are due to the drop box by midnight on the due date.

Due Date	% of Grade	Assignment Description
May 29	5%	Quick Bio, Syllabus Agreement, LinkedIn
May 31	5%	Assignment 1: Outline an instructional unit
June 1	5%	Assignment 2: Selected response with rubric
June 8	5%	Assignment 3: Constructed response with rubric
June 15	5%	Assignment 4: Performance response with rubric
June 21	5%	Assignment 5: Portfolio Assessment with rubric
June 22	20%	Philosophy of Assessment – paper and power point
Ongoing	50%	Class Participation

All assignments are graded out of 100 and then final grades are computed on ecollege using the weights listed above.

Surviving the Course:

- 1) What you get out of this course (knowledge and your grade) depends on what you put into it. My best advice to you is to go in seeking knowledge and a good grade will follow.
- 2) I have taken summer courses and understand the time you will need to put into our course to be successful. The hardest concept to digest is that this is a 2 credit graduate level course run over four weeks so we will be doing approximately 2/3 of the work of a regular course in a month. That amounts to about 15 total hours of work per week reading, preparing, actively participating in online discussions and completing homework assignments. I make it as easy as possible as all work can be completed on your own time and there are no mandatory check-in times. However, there are deadlines for assignments and discussions.
- 3) We need to assume that we are all very very busy. I understand and can relate to those of you who work (full-time or part-time), have children, are taking other classes, caring for family members (and juggle other things) and have developed the course with that in mind. If your schedule is packed, I suggest developing a master plan of your time for our four weeks together. Since this is a one month summer course, we move quickly and there is little time for make-up.
- 4) If you find yourself dealing with an unexpected personal situation, please let me know so we can work out a plan for you to complete the class. Please do not disappear for a length of time. And please do not push it with excuses, “I had too many parties to attend this weekend” or “you have no idea what it is like to be a busy student” will not go well.
- 5) I have developed and posted a document “checklists for A&M Summer 2013.” The first page of this document is a master check list of the course with due dates. The following pages are detailed instructions on each assignment. Please do not wait until the last minute to ask questions if you are confused, find contradictory information, or if you think something is missing.
- 6) You need very reliable access to the internet to successfully complete this course. Please make sure to have a reliable back-up plan in place (local library, friend’s house, coffee shop) in case your primary access is not available when you plan to work on the class. Rutgers has a plethora of options for access on terminals (libraries, computing centers) and most buildings have wireless access for a laptop.
- 7) Do not wait until the last minute to submit assignments online – it just never goes well
- 8) Please understand that I am not qualified in any way to help you resolve any technical difficulties you may experience with ecollege. It is always best for you to contact the ecollege student hotline for assistance (most problems usually occur when students attempt to submit assignments and posts at the last minute).
- 9) Please treat me as you expect your future students to treat you. Be the ideal model student you hope to teach.

Assignments

Your assignments should be placed in the drop box by midnight on the due date.

You can ALWAYS submit your assignment early.

Assignment #1: Outline an instructional unit. I would like to make this class a practical experience for you and therefore want you to write assessments you can use in the future. For our first assignment you need to select and outline an instructional unit (approximately one month of classroom content) that you could see yourself teaching from in a classroom. For example: you can use a chapter from a grade level text, a lesson plan or part of a curriculum you developed for another class. You will then use this information when writing the four assessments for this class. Also, obtain a copy of the NJ Core Curriculum Content Standards to reference during the course. This assignment will be graded for completion.

The following 4 assignments are to be based on the chapter you selected from your content area. They should look exactly as if you were going to hand them out to students and reflect that you took advice offered in the chapter.

Assignment #2: Develop a selected response assessment based on your instructional unit and answer key. Include at least one binary, multiple choice, and matching item. Include at least 10 items. At the end of the assignment explain if you think you will use selected response assessments in your classroom. Why or why not?

Assignment #3: Develop a constructed response assessment based on your instructional unit and the rubric you will use to grade this assessment. You should include 2 short answer questions and an essay. At the end of the assignment explain if you think you will use constructive response assessments in your classroom. Why or why not?

Assignment #4: Develop an original handout for a performance assessment based on your instructional unit and the rubric you will use to grade this assessment. Include clear directions. At the end of the assessment, explain if you will use performance assessment in your classroom. Why or why not?

Assignment #5: Develop a handout explaining to students a portfolio assessment for your instructional unit with a brief (2 line) description of each item. Include clear directions on your expected organization, due dates, and the rubric to be used in grading the portfolio. At the end of the assessment, explain if you will use portfolio assessment in your classroom. Why or why not?

**The rubric below will be used to grade Assignments 2-5

Rubric for 4 assessment assignments	0	10	20
Detailed directions for students to follow with clear grading plan explained	Did not	Loosely	Completely
Demonstrated use of expertise from text or type of assessment	None	Some	Throughout
Creatively related to outline/content area	Did not	A bit	Absolutely
Proper grammar and punctuation	Poor	Loosely	Near perfect
Appropriate spacing for answers; pages numbered, space for students name	Did not		Yes
Provided explanation on if type of assessment will be used in the classroom	Did no	Loosely	Not at all

Philosophy of Assessment

Imagine you are sitting in an interview and asked the question “what is your philosophy of assessment?” Speaking from “I” and using the principles of assessment learned in this class, please explain in no more than a five minute power point presentation (with continuous voiceover), your philosophy of assessment to enhance the learning process of your students. Your presentation should be meshed with your academic discipline and the New Jersey Core Content Curriculum standards in your area (ie: how best to assess in your area). Do not define any terms – your goal is to mesh them into your assessment plan to demonstrate understanding. This should be considered a term paper and demonstrate your mastery of all topics covered in class which are applicable to your content area.

Every single part of your philosophy should be related to student learning in your content area and the NJCCCS with justification for your statements with expertise examined in our class.

There are several places from which you can pull information including the text, articles we read and discussed, and the discussion threads on our ecollege site. And, on your original thoughts you have received feedback from your peers and I which should prove to be helpful while writing your paper.

THE POWERPOINT:

You should present your power point as if you were answering the question “what is your philosophy of assessment in an interview.” You should not read your slides but they should layout as a guide to your thoughts.

The slides for this presentation should include: (hint, hint: go directly in this order)

- 1) Introduction: content area, grade level,
- 2) Types of assessments: what types will you use and why they are important to content you will teach
- 3) Validity/Reliability
- 4) Your role in state level standardized testing and how you will help prepare students
- 5) Fair grading (including how you will communicate your grading systems)
- 6) Plan to communicate with parents
- 7) Conclusion

Audio for power point must be one continuous audio file (not one individual audio file for each slide). Please make sure that you have the capability (hardware and software) for the audio well in advance of sitting down to start the project.

The rubric for this assignment is on the checklist and is open to student input during week 3.

Final rubric for this assignment will be posted on Sunday, June 16th

Philosophy of Assessment paper and power point are due Saturday, June 22th by midnight.

Submitting Assignments

Please make sure to only submit assignments in the drop box. If you submit an assignment in any other manner (another location on our site, via email) I cannot provide feedback and it becomes difficult for me to grade. Remember, be the excellent student you hope to teach.

Should you submit an assignment after the due date, your grade will drop by 25% for each day late. Prior approval for a late assignment to receive full credit needs an acceptable reason: illness (with note from physician), family emergency, or religious holiday. In these cases, arrangements should be made with me as soon as possible for alternative due date. I realize that certain unexpected life situations are stressful, so the sooner I am informed of an unusual circumstance the greater my chances are of helping you navigate the course.

Participation

As with any graduate level course, discussions are a critical part of your learning experience. You are expected to be an active participant in all discussion threads by bringing issues, questions, concerns, and experiences to all online discussions. There are no seats in the back of room!

Discussions will prompt you to first read some specified material and then ask you to post a single response to a question. Your goal is to demonstrate that you have read and pondered the material. The minimum requirement is that you contribute one original post to these discussions and answer any follow-ups your original post receives (from me or your classmates) by the end of the week. You are highly encouraged to read the original posts by your classmates and comment (however there is no requirement to do so). At the conclusion of each discussion I highly recommend you revisiting and reading all submissions as the ideas will be of great help to you. You will notice that many of our discussions are directly related to your final paper and the ideas of your classmates will be invaluable as you complete that project. Please be respectful and professional when responding to others.

****Important tip**** I highly recommend composing your posts in a word processing program first, then cutting and pasting on the discussion thread in ecollege. Writing directly to ecollege presents the risk of a technology failure or lock-up.

Each discussion has a deadline for your original post. All substantive comments (by me or your peers) to your original post need to be addressed when the week closes out. Late entries are not accepted. After the deadline each discussion should be in a “read only” state so you can review.

Each discussion will be graded on a scale of 0-100. Full credit is given for original responses which demonstrate that you have read, studied and pondered the information and topic/question. I search for evidence that you have digested the applicable information. Initial posts should be no more than 400 words and all deadlines must be met. Your classmates and I may pose a question/comment under your original which must be addressed by the end of the week. Each discussion is worth 2% of your final grade.

Grading:

A: 90-100	B+: 87-89	B: 80-86	C+: 77-79
C: 73-76.9	C- 70-72.9	D: 60-70	F: <60

Please bring all questions regarding grades to my attention within 24 hours after receiving your grade.

Course Schedule

This course is divided into four modules, one for each week.

Each module has a separate tab on our ecollege site.

Please pay close attention to due dates

Week	Dates	Topics	Text**
1	5/28 – 6/1	Introduction to Course & Assessment Technical Issues Selected Response Assessments	1-2 3, 4 & 5 6
2	6/2 – 6/8	Constructed-response Formative Assessment Affective Assessment	7 12 10
3	6/9– 6/15	Performance Assessment Improving Assessments	8 11
4	6/16 – 6/21	Portfolio assessment Standardized Tests Evaluating Instruction Grading	9 13&14 15 16

*outlines of all chapters can be found in doc sharing by chapters

Students with Special Needs

If you have special needs as addressed by the Americans with Disabilities Act and require academic accommodations or modifications, please notify me immediately. I will make every effort will be made to support your work and success in this class.

Academic Integrity

I expect that you have read and will comply with the university's standards on academic integrity. Appropriate action will be taken should you be caught submitting dishonest work. All assignments are to be completed on your own unless specified as a group activity. All references to another's work must be properly cited.