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Graduate School of Education
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Assessment and Measurement for Teachers 15:255:533:A2

Online Course – ecollege
Summer 2014

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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 OFTEN 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 nearly 3 times of the amount of material that would be covered in one week during the regular semester. (yikes!)
3. Then, logic dictates that we will all need to devote nearly 3 times 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 organized within the 3.5 weeks to make the workload as manageable as possible (sigh...). Each week aligns with what would be nearly 3 weeks in a traditional in-person course. Please see the Class Schedule at the end of this syllabus for start and end dates of each week. You will be responsible for responding to three to four discussion threads each week. In an effort to offer you as much flexibility in completing the work as possible, you may begin any discussion thread/assignment prior to the posted start date. However, the end dates of each week/discussion thread indicate the date by which you must complete each week's assignments. However, your initial posts to each discussion thread must be made by Wednesday of each week (more on this later).

You should familiarize yourself with the requirements for each week 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 each week very quickly. You will do best if you read assignments in advance as much as possible so that you will be prepared to respond to the threaded discussions and submit assignments on time.

Important Requirements

1. **In order to be able to complete assignments and tasks for this course you are expected to be familiar with the NJCCCS and/or CCCS for your content area. If**

you are not knowledgeable about the NJCCCS/CCCS for your subject area, I have provided a link in the Webligraphy to the NJDOE.

- 2. You are also required to 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.**
- 3. 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 for students to be successful the following is required:

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 for each week 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 three times during each week 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 three times each week in order to respond to discussions underway by your classmates and to keep up with the fast pace of this course.
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. Each week there will be 3-4 discussion threads. You must make your initial post to each

discussion by Wednesday of each week. You may move ahead to subsequent weeks at your discretion. However, you must stay on top of discussions in the current week to be able to respond to peers and the instructor and participate in discussions.

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 week 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 comments/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 email me.
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

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:

<https://ods.rutgers.edu/students/registration-form>.

Academic Integrity

The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf. 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, and the instructor determines if the reason for lateness is an actual emergency. Points will be deducted for each day that an assignment is late at the discretion of the instructor. Extra credit is NOT available.

Grading Requirements**Point Value**

- | | |
|-----------------------------|-----|
| 1. Online Participation | 50% |
| 2. Model Exam with Rubric | 25% |
| 3. Philosophy of Assessment | 25% |

Percentages will be converted to letter grades as follows:

| | |
|--------|------|
| 90-100 | = A |
| 87-89 | = B+ |
| 80-86 | = B |
| 77-79 | = C+ |
| 70 -76 | = C |
| ≤ 69 | = F |

Online Participation – 50%

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 three times during each week **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 three times during each week in order to respond to discussions underway by your classmates.

Earning Full Credit for Participation

1. Make initial posts to each discussion thread by Wednesday of each week (except of course for Week 1).
2. You may move ahead to subsequent weeks at your discretion. However, you must stay on top of discussions in the current week to be able to respond to peers and the instructor and participate in discussions. For example, once you make initial posts to all discussions in Week 2, you may choose to respond to discussions in Week 3. Even if you move ahead, you still must respond to postings made by peers and the instructor in Week 2 during Week 2.
3. Post comments and responses that reflect that you have completed the reading assignments.
4. Post comments and responses that reflect thought and application of skills. Comments such as “I agree” will receive no credit.
5. Respond to the postings made by others before the last day of the week as indicated on ecollege and this syllabus.
6. 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.
7. 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.**

Model Exams with Rubric – 25%

Due: June 14, 2014 by 11:59 p.m.

You may work individually or in groups no larger than 3 with advance approval from the instructor

The purpose of this assignment is to practice skills in developing assessments. There are three parts to this assignment.

- I. You will develop an exam/assessment based on the lesson, unit, chapter that you have selected.
- II. You will develop an exam/assessment that is modified to meet the needs of students with special needs.

III. You will create a rubric for the essay style question to guide your scoring.

The Details:

1. You are to create a 10 item exam.
2. The exam should appear exactly as it will when you distribute it to students. For example, have a place for name and date, very clear instructions, etc.
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.
 - c. Your name and/or names of group members.
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 modify the assessment 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 by the due date.

Statement: Philosophy of Assessment – 25%

Due: June 20 by 11:59 p.m.

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 your final statement, you are to write a 1-2 page paper that summarizes your assessment philosophy and how it aligns with and supports your educational philosophy. In your statement, 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/CCCS for your subject area and how the types of assessments that you plan to use will help evaluate student progress on the NJCCCS/CCCS;
5. Explain how the types of assessments that you select will shape your approach to teaching.

Tentative Class Schedule*

| Week | Topic | Readings | Assignments Due |
|---------------------------|---|---|--------------------------------------|
| Getting Class Started | a. Getting to Know You b. Questions About the Syllabus c. Why Take a Course on Assessment | Popham Ch. 1-2 | |
| Week 1 May 27-May 31 | a. Reliability and Validity | Popham Ch. 3-4 and articles in Doc Sharing | |
| | a. Bias b. Selected Response Tests | Popham Ch. 5-6 and articles in Doc Sharing | |
| Week 2 June 2-June 7 | a. Constructed Response Tests | Popham Ch. 7 and articles in Doc Sharing | |
| | b. Performance Assessment c. Rubrics | Popham Ch. 8 and articles in Doc Sharing | |
| Week 3 June 9-June 14 | a. Portfolio Assessment b. Formative Assessment | Popham Ch. 9 & 12 and articles in Doc Sharing | Model Exams with Rubric Due June 14 |
| | a. Students with Special Needs b. Standardized Test Scores | Popham Ch. 13 Articles in Doc Sharing | |
| Week 4 June 16-June 20 | a. PARCC b. SGOs c. Wrap-up | Articles in Doc Sharing | Philosophy of Assessment Due June 19 |

*** Schedule is subject to change**