

Assessment and Measurement

15:255:533 Section A9 (Secondary Science Education) Summer 2014

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Textbook: Popham, W.J. (2013). Classroom Assessment: What Teachers Need to Know (7th Ed.) Boston, MA: Allyn and Bacon. This item is required. ISBN-10: 0132868601 ISBN-13: 978-0132868600

Goals:

By the end of this course students will be professionally prepared to develop, deliver and generate valid inferences from assessments. They will be prepared to engage in practical and theoretical discussions about the merits of different forms and modes of assessments as well as the purpose of those assessments. Students will also have practical experience in creating and critiquing assessments of various kinds.

1. Gain knowledge about the fundamentals of assessment.
2. Develop skills for creating assessments for a variety of purposes.
3. Develop skills critiquing your own assessments and the assessments of others.
4. Develop skills for drawing inferences from assessments.
5. Develop skills in communicating with students, parents, administrators and fellow teachers about your assessment practices.
6. Engage in a critical dialogue about the purposes of assessments and measurements at four fundamentally different but interrelated scales including international, national, state and local levels.

Success in this Course:

I offer the following suggestions for succeeding in this course.

1. Plan ahead.
2. Follow deadlines.
3. Do your best.
4. Be kind and follow civil discourse when engaged in online discussions.

Additionally, I offer the following advice from a teacher to students who are embarking on teaching.

Be the successful and ideal student you hope to teach. *If the teacher cannot be a model for success, how can that teacher expect their students to be successful?*

Schedule:

Week 1: Tuesday, May 27th to Friday, May 30th

Week 2: Monday, June 2nd to Friday, June 6th

Week 3: Monday, 9th to Friday, June 13th

Week 4: Monday, June 16th to Friday, June 20th ** all work needs to be submitted by midnight of Friday June 20th.

Assignments:

The workload for this class is broken down by week. Assignment particulars, including deadlines, are posted on eCollege each week.

Participation:

This is an online class. Therefore there is no set class meeting time and no class to attend *per se*. Instead participation will be gauged on the quality and quantity of comments posted online within your discussion groups. Much of the learning that occurs in educational institutions is a social process negotiated between individuals and groups. Feedback that is both **critical** (i.e. it has an evaluative component) and **constructive** (i.e. informational in nature and enables the receiving party to take action to improve future performance) is an important part of the educational process which we will bring into our online course. This form of feedback is difficult to give online, but practice helps and we will practice it in this course. Many of us can recall ‘flame wars’ that we have seen online. These types of online disagreements are not productive. We will not go this route for our discussions. Instead we will have **civil discourse** and offer **substantive posts**.

Civil Discourse:

Critical feedback is difficult to give online. Plain text often lacks the other emotive and vocal features that we use to convey emotions and intentions. As such, it is easy to misunderstand the intentions of others. Please ask others for clarification before jumping to conclusions. **Civil discourse** involves mutual respect for all parties involved. The following document from the Office of Student Judicial Affairs at the University of Texas is a helpful 1-page guide. Please take a few moments to read it (it took me about 90 seconds or so to read it).

<http://utsa.edu/osja/documents/pdfs/CivilDiscourse.pdf>

Substantive Posts:

In addition to following **civil discourse** my expectation for posts in this course is that they will be **substantive posts**. By this I mean posts that offer critical thinking, depth of knowledge and genuine insight to be shared with fellow students. I highly doubt this can be achieved in just a few sentences.

For example, a post that states something like, “Wow, that is a great idea. Maybe I should use that in my classroom. I think my students will really like that idea.” is intellectually vapid, displays no real knowledge of key course ideas and does not engage any future readers, let alone the person to whom the poster is responding, with any higher order thinking and no actionable information for future reflection. *Posts of this kind, or any of the nearly endless possible variations on this theme, will receive no credit.*

To receive credit a post needs to reflect a reasonable attempt to correctly apply key course concepts and to have an informational character to the extent that it can foster further discussion and reflection.

Deadlines:

As this is a summer course the pace is brisk and there are many deadlines to manage.

*Late work is penalized 10% per calendar day. I am not interested in excuses. We all have problems from time to time; **as a professional it is your job to find ways to manage these issues so that they do not interfere (or minimally interfere) with your job.** In this course I assume that your performance is reflective of your future job performance and as such I have professional expectations commensurate with those of an employer. In return I will treat you as professionals with great potential for creating a better world for our students.*

Example regarding late work: A given assignment is due by midnight. If the assignment is submitted by a student at 12:01 (1 minute later) it is late and the 10% per calendar day penalty applies. This distinction eliminates ambiguity which is the reason I offer it.

If you have a verifiable family/medical emergency you should contact me via email and the sooner the better.

Grades:

Grades will be a total points system. The total number of points earned will be divided by the total number of points possible and converted to a percentage.

Grade Scale:

A: >90% B+: 87 to 89.99% B: 80 to 86.99% C+: 77 to 79.99% C: 70 to 76.99% D: 60 to 69.99% F: Below 60

Academic Integrity:

The Rutgers academic integrity policy outlines five basic types of violations of academic integrity and there are four levels of consequences. If this is unfamiliar to you (i.e. you don't know the types or the levels) then I recommend reading the policy. I follow the policy; therefore it is a good idea for you to know Rutgers' policy. It can be read at the following link:

<http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>

Academic Support:

Please contact me directly via email if you are struggling with course content, assignment instructions, assignment expectations, grading issues etc. I have a response time of up to 24 hours. Failure to allow for a minimum of 24 hours before you need an answer is something I expect my students to take responsibility for. Anything beyond 24 hours that impacts a student is something that I am responsible for.

For example: If an assignment is due at midnight on a Wed., and I receive an email at 4 pm that same day there is a chance that I will not see it before the deadline, or if I do see the email it will be too late for a student to act on my response by the deadline. In this case it was the student's responsibility to allow enough time, which they did not, and they will need to accept responsibility for the consequences. If more than 24 hours elapsed then it is my fault as your instructor and I will assume the consequences. I have never penalized a student for my mistake and I assume responsibility for my mistakes. **I will endeavor to be as prompt as possible but please plan ahead and give me 24 hours to respond.**

Accommodations

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>.

Technical Support:

Please contact eCollege technical support if your computer and software associated with your ability to participate in this eCollege course is not functioning properly.

Mistakes:

Everyone makes mistakes. I do my best to fix errors that I might make and I do not make excuses for my errors. In short, if I mess it up I will endeavor to make it right. In keeping with this philosophy I expect my students to do the same.