

Summer 2015
Assessment and Measurement for Teachers
15:255:533:A0
2 Credits
Online
May 26- June 19, 2015

Instructor: Rima Faber, Ph.D.	Contact Info: Students will be able to contact the instructor using the on-line course website.
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers: if needed email maria.jensen@gse.rutgers.edu

Learning goals:

At the completion of the Assessment and Measurement for Teacher students will be able to:

1. Evaluate the relationship between learning, instruction, and assessment. (Chapter 1)
2. Gain historical perspective about the development of assessment practices. (Chapter 1)
3. Decide what to assess and how to assess it. (Chapter 2)
4. Develop a rubric as an authentic and formative learning instrument.
5. Analyze how personal values, beliefs and biases influence the assessment process. (Chapter 5)
6. Develop an academic Observation Report as an evaluative tool.
7. Apply a variety of assessment techniques and tools. (Chapters 6 and 7)
8. Implement performance/authentic assessment techniques. (Chapter 8)
9. Implement formative assessment techniques that enhance the learning of content and skills that students should know and be able to do in dance education. (Chapter 12)
10. Analyze how performance/authentic and formative assessments help students and teachers reflect upon and refine their practice. (Chapter 11)
11. Recognize assessment reliability and validity and develop assessments high in both criteria. (Chapters 3 and 4)
12. Evaluate age-appropriate assessments that measure levels of skill and knowledge expected from students. (Armstrong/Gardner)
13. Recognize what serves as evidence of excellence in dance education. (Chapters 14 and 15)
14. Apply assessment-based grading. (Chapter 16)
15. Develop a personal portfolio of evidence of excellence and progress in professional development in dance education. (Chapter 9)

16. Implement a logic model of outcomes-based program evaluation. (OBE)
17. Analyze prior instructional planning evidence and apply information learned about assessment in practice.

Course catalog description:

Overview of assessment, measurement, evaluation, and grading issues that confront teachers. Relationship between assessment and instruction, principles and techniques of grading, design and construction of classroom assessments, and technical and legal issues in testing.

Class materials/ Textbooks:

1. Popham, J. (2013, 7th ed.) *Classroom Assessment: What teachers need to know*. Boston, MA: Pearson Education, Inc.
2. Brookhart, Susan. (2013) *How to Use and Create Rubrics for Formative Assessment and Grading*. Alexandria, VA: ASCD.
3. National Coalition for Core Arts Standards, National Core Arts Standards for Dance (online)
5. Schmid, Dale. (2003) "Authentic Assessment in the Arts," *Journal of Dance Education*, Vol.3, #2.
Pgs.65-73.

Resources from National Dance Education Organization Website:

4. *Standards for Learning and Teaching Dance in the Arts: K-18*. NDEO www.ndeo.org/Standards
5. *Professional Teaching Standards for Dance Arts*. NDEO www.ndeo.org/Standards/
6. *Standards for Dance in Early Childhood*. NDEO www.ndeo.org/Standards
7. *Standards for a K-12 Model Program*. NDEO www.ndeo.org/Standards
8. Bonbright, Jane and Rima Faber. (2004) *Research Priorities for Dance Education*. NDEO www.ndeo.org/Research
9. *Dance Education Literature and Research Descriptive Index (DELRdi)*. www.ndeo.org
10. Faber, Rima, (2012) *Standards For Learning and Teaching Dance in the Arts and 21st Century Skills*, NDEO www.ndeo.org
11. NDEO Online Forum Discussions: www.ndeo.org

Other Resources:

12. Bloom, Benjamin. (1956) *Taxonomy of Educational Objectives*. NY: Longman.
13. L. W. Anderson, D. R. Krathwohl, Peter W. Airasian, Kathleen A. Cruikshank, Richard E. Mayer, Paul R. Pintrich, James Raths, and Merlin C. Wittrock (eds) (2000) *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. NY: Longman
14. Gardner, Howard. (1993) *Multiple Intelligences*. NY: HarperCollins.
15. Lerman, Liz. (2003) *Critical Response*. Takoma Park, MD: Dance Exchange
16. Nimbus DanceWorks Handbook

17. Scheff, Helene, Marty Sprague, Sue McGreevy-Nichols. (2006) *Dance About Anything*. Champaign, IL: Human Kinetics

Other related information:

18. Arts Work Education Resource Center, Arizona State University
<http://artswork.asu.edu/arts/teachers/assessment/index.htm>

19. *American Psychological Association Formatting and Style Guide*.
www.psychwww.com/resource/apacrib.htm

20. Partnership for 21st Century Skills framework:
http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=119

Course Overview:

Standards promote high quality dance instruction that takes into account the physical, emotional, intellectual, and artistic needs of students in a graduated, sequential, curriculum taught by an accomplished educator. Assessments track student progress and measure levels of student achievement. They inform students, teachers, parents, administrators and even legislators about what is being learned in the classroom. If assessments are to be reliable and valid, clear standards for content and criteria must be established by which student or program achievement is to be measured.

There is strong correlation between assessment and instruction. Traditionally, assessment is thought of as a “test,” but current methods of assessment focus on “formative” techniques that are embedded in the learning and teaching of knowledge and skills. Formative classroom assessments provide both formal and informal feedback to students about the information to be learned. Through formative assessment, students will be more invested and responsible for their own learning process.

Assessment and Measurement for Teachers (15:255:533) is a seminar-based course for the Ed.M. in Dance Education that is designed as an on-line required course of instruction. It will address the historical development of both large-scale and classroom assessment in education; will inform the participants about authentic and formative assessment, self-assessment, about their personal biases and objective observation techniques; instruct students about issues of reliability, validity, and other assessments of assessment; provide knowledge about and the application of assessment techniques including selected- and constructed-response tests, performance assessment, portfolio assessment, affective assessment, and formative assessment; and will examine appropriate and inappropriate test-preparation practices, the evaluation of instruction, and assessment-based grading. Students will use the text Classroom Assessment: What Teachers Need to Know by W. James Popham (2011, 6th ed.) as their main base of information augmented by How to Create and Use Rubrics by Susan M. Brookhart. They will augment their learning with other texts and reading, will examine their own teaching practice by sharing on-line videos, and will participate in on-line discussion groups to analyze reading assignments and video presentations. They will apply their assessment instruments in the class and through authentic learning experiences, and determine their effectiveness through practical results.

Structure of the Course and Sessions:

The Assessment and Measurement for Teachers course is a 4-week on-line course that includes 12 lessons based on methods to measure evidence of learning and teaching a standards-based graduated and sequential curriculum in the art of dance.

The course will include 12 nodules divided into four 1-week sections:

1. Assessment Overview: general background of assessment; and understanding; and deciding what to assess and how to assess it.
2. Bias and Observation: understanding personal values, beliefs, and biases; developing an observation report.
3. Types of Assessment, assessment tools and instruments: formative assessment, performance/authentic assessment, portfolio assessment, affective assessment; selected response, constructed response.
4. Assessing Assessment: Reliability and validity; evidence of learning and reporting; scoring; assessment-based grading; and evaluation of instruction.

Each lesson will:

- I. Review information and material in the lesson.
- II. Provide explanation about the required information.
- III. Describe assessments or assessment formats that will produce evidence of learning.
- IV. Assign a learning task to be completed and submitted on-line.
- V. Prompt inquiry and utilize multimedia (video, Wiki's, discussion boards, etc.) to promote on-line discussion.

The final lesson will guide students in archiving the evidence of excellence collected throughout the course.

Products as Outcome of the Course:

The course will result in practical knowledge about how to produce evidence and measurement of well-rounded learning in dance education and will provide methods to organize and report evidence of excellent learning and teaching.

1. Submit completion of on-line assignments
2. Join all on-line discussions and analyses
3. Notes, charts, and report from group observation exercise and discussions about personal biases.
4. Development of rubrics.
5. Development of assessment using selected- and constructed-response research techniques.
6. Development of a performance/authentic assessment exercise
7. Development of a portfolio assessment for personal coursework
8. Development of formative and summative assessment tools for the course

- Revision of these course lessons and unit plans based on the knowledge gained from this course.

Course Requirements:

In order to participate, each enrollee must:

- Own or have access to a computer
- Have access to Internet and an email account.
- Use effective anti-virus software and spyware to prevent contagion of viruses and hackers
- Communicate in English
- Use Microsoft Word.

A positive and respectful attitude is essential to provide constructive feedback to all course participants.

Grading policy:

Letter Grade	Points	Letter Grade	Points
A	90-100	C	70-76.99
B+	87-89.99	D	60-79.99
B	80-86.99	F	less than 59.99
C+	77-79.99		

Participation in Discussions (50%)

Assessment and Measurement for Teachers is an asynchronous on-line course. It is therefore paramount that all students participate in all module discussions. On-line participation in discussion in a timely manner is essential for feedback and assessment of student learning. The course is a seminar and structured around group discussion and analysis. Grades for participation and discussion therefore are based on early involvement as well as quality of involvement as follows:

Time of Participation Prior to Deadline	Points	Letter Grade
3 Days	90-100	A
2 Days	80-89.99	B
1 Day	77-79.99	C+
4 Hours	70-76.99	C
After Deadline	60-6.99	D
No Participation	Less than 59.99	F

Completion of Assignments (50% total)

All assignments and grades for participation are equally weighted as outlined in the Rubric below:

Assignment	Outstanding: A	Satisfactory: B	Unsatisfactory: C-D	Not Done F	Grade:	
					For Assign mt	For Participatn (See Syllabus)
Description:	Assignment complete Well- Organized Deep Insight	Assignment Complete Basically Organized Lesson Understood	Assignment Incomplete Poorly Organized Lesson Not Understood			
#1 Assessment Diary Due 5/31						
#2 Teaching Rubric Due 5/31						
#3 Bias Diary Due 6/7						
#4 Observation Due 6/7						
#5 Authentic Assmt Due 6/7						
#6Formative Assmt Due 6/14						
#7 Select- Construct Due 6/14						
#8 Assessing Assmt Due 6/19						
#9 Final Rubric Due 6/19						
#10 Final Test Due 6/19						
#11 Final Journal Due 6/19						
#12 Processfolio Due 6/19						

Assignments:

Nodule (Class Session)

- Lecture – Students will be able to read and/or listen to lectures posted on the course e-College site.
- Activity – Students will participate in authentic experiences, video observation, web-quest, and/or wikis, etc. that require analysis and reflection.
- Discussion – Students will participate in on-line discussions through wikis and discussion forums that require students to post their insights as well as provide comments to peers.

Homework

- Reading – Students will be reading from required text or web-links and from PDF articles linked to Doc Sharing in eCollege or e-Reserves in library.
- Reading Response – Students will submit reading responses to their eCollege dropbox (private) and/or will attach responses that are attached to shared folder (public).
- Documentation – Students will be completing documentation of assessment practices upon which there will be analysis and reflection.
- Portfolios – Portfolios/Processfolios will be developed that will serve as evidence of teaching and student learning.
- The course will conclude with final projects:
 1. A rubric developed for the unit and lesson plans developed in the course
 2. A summative assessment for the unit and lesson plans developed in the course
 3. A journal of weekly reflections about the experiences, readings and assignments.
 4. A final portfolio/processfolio of all assignments completed and assessments developed.

Format for Written Assignments:

1. All written assignments must have identifying heading: Name, title of assignment, date.
2. All pages must be numbered
3. Margins no larger than 1.25 inch (default for Microsoft Word)
4. Font 10 to 12 point
5. Documents must be saved in .doc (not .docx)
6. Proof-read and line edit all work. If an ESL student, ask someone proficient in English to proof and edit work.
7. Format citations according to American Psychological Association Formatting and Style Guide (APA).

Web site: <http://ecollege.rutgers.edu>

Academic Integrity Policy:

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

Office of Disability Services:

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>.

Course Schedule:

Students will complete three course nodules across a span of four weeks:

Nodules 1-3 must be completed by Sun., May 31, 2015

Nodules 4-6 must be completed by Sun., June 7, 2015

Nodules 7-9 must be completed by Sun., June 14, 2015

Nodules 10-12 must be completed by Fri., June 19, 2015

	Nodule 1	Nodule 2	Nodule 3
Week 1 Overview of Assessment May 26-May 31	Introduction Overview of Assessment Developing Rubrics Relationship between learning, assessm't & instruction. Historical Perspective (Chapter 1)	What to assess and how to assess it. Standards-based assessm't	Types of assessment: large scale, program, individual, high stakes, formative (Chapter 2)
	Nodule 4	Nodule 5	Nodule 6
Week 2 Bias, Observation, Reliability and Validity June 1-June 7	Understand personal values, beliefs and biases Recognizing bias Importance of bias in assessment (Chapter 5)	Observation skills	Observation Report
	Nodule 7	Nodule 8	Nodule 9
Week 3 Types of Assessment June 8-June 14	Performance/Authentic Ass. (Chapter 8) Formative Assessment (Chapter 12) Reflective Practice Portfolio Assessment (Chapter 9) Affective Assessment (Chapter 10)	Assessment techniques: Selected-response (Chapter 6) Constructed-response (Chapter 7)	Age-appropriate assessment – child development and assessment (Armstrong and Gardner) The differently-abled learner
	Nodule 10	Nodule 11	Nodule 12
Week 4 Assessing Assessment June 15-June 19	Reliability and Validity (Chapters 3 and 4) Improving Teacher-	Evaluation of Instruction (Chapter 15)	Presentation of Portfolios Final Rubric

	Developed Assessments (Chapter 11) Evidence of Learning Test Preparation (Chapter 14) Standardized Test Scores (Chapter 13)	Assessment-based grading (Chapter 16) Program Evaluation (Outcome Based Evaluation)	Journal Final Self-Assessments Final Course Assessment
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Additional Resources:

Anderson, L., & Krathwohl, D. (Eds.). (2001). *A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman.

Armstrong, Thomas. (1994) *Multiple Intelligences in the Classroom*. Alexandria, VA: ASCD

Armstrong, Thomas (2006) *The Best Schools: How Human Development Research Should Inform Educational Practice*. Alexandria, VA: ASCD

Brandt, R. (Ed.). (1998). *Assessing student learning: New rules, new realities*. Arlington, VA: Educational Research Service.

Cone, T., & Cone, S. (2005). *Assessing dance in elementary physical education*. Reston, VA: National Association for Sport and Physical Education.

Gilbert, Anne Green. (1977) *Teaching the 3Rs Through Creative Movement Experiences*, NDEO

Gilbert, Anne Green. (2006) *Brain-Compatible Dance Education*. Reston, VA: AAHPERD.

Herman, J., Aschbacher, P., & Winters, L. (1992). *A practical guide to alternative assessment*. Alexandria, VA: Association for Supervision and Curriculum Development.

McCutchen, B. (2006). Chapter 12: "The Arts Savvy Curriculum, Instruction and Assessment Triad" *Teaching Dance as Art in Education*. Champaign, IL: Human Kinetics.

NDEO. *Dance Education Literature and Research Descriptive Index (DELRdi)*, www.ndeo.org/Research/

- NDEO. (2004) *Priorities for Research in Dance Education: A Report to the Nation*. NDEO. Washington, DC.
- NDEO, Professional Teaching Standards for Dance Arts, www.ndeo.org/Standards/
- NDEO, Standards for a K-12 Model Program, www.ndeo.org/Standards
- NDEO, Standards for Dance in Early Childhood, www.ndeo.org/Standards
- NDEO, Standards for Learning and Teaching Dance in the Arts: K-18, www.ndeo.org/Standards
- McGreevy-Nichols, S., Helene Scheff, Marty Sprague. (2006) *Dance About Anything*. USA: Human Kinetics.
- Popham, J. (2013) 7th Ed. Classroom assessment: What teachers need to know. NY: Pearson.
- Popham, J. (2008) Transformative Assessment. Alexandria, VA: ASCD
- Salsburg, D. (2001). The lady tasting tea: How statistics revolutionized science in the twentieth century. New York: W.H. Freeman/Owl Book, Henry Holt and Company.
- Schmid, D. (2003). Authentic assessment in the arts: Empowering students and teachers. *Journal of Dance Education*, 3(2), 65-73.
- Stefanakis, E. (2002). Multiple intelligences and portfolios: A window into the learner's mind. Portsmouth, NH: Heineman.
- Sprague M., Helene Scheff, Susan McGreevy-Nichols. (2006) *Experiencing Dance*. USA: Human Kinetics.
- Taylor, P. (Ed.). (2006). Assessment in arts education. Portsmouth, NH: Heineman.
- Warburton, E. (2002). From talent identification to multidimensional assessment: Toward new models of evaluation in dance education. *Research in Dance Education*, 3(2).
- Wiggins, G., & McTighe, J. (2005). Understanding by design (Expanded 2nd ed.). Upper Saddle River, NJ: Pearson, Merrill Prentice Hall.
- Wolf, D., & Pistone, N. (1995). Taking full measure: Rethinking assessment through the arts. New York: The College Board.