

Summer 2015
Assessment and Measurement for Teachers
15:255:533:A4
2 credits
Online Course at: www.ecollege.rutgers.edu

Hanin Rashid, Ph.D.	hsrashid@gmail.com
(201) 370- 5254	Virtual classroom and virtual office hours on Ecollege
Mode of Instruction: Online	Permission required: Not required

Learning goals: The goal of this course is to present students with an overview of the basic principles, topics, and current research on assessment in the classroom. Testing and grading are one of the least popular aspects of teaching, but at the same time, they can be the most important. It is necessary for teachers to obtain a better understanding of assessment in order to be better equipped to successfully handle it in the classroom.

Upon completion of this course, students will be expected to:

- Understand the major uses of assessment in the classroom
- Make connections between assessment and instruction
- Feel comfortable creating a variety of classroom assessments
- Develop a justifiable assessment practice.
- Communicate with students, parents, and administrators about both classroom and standardized assessments
- Read and critically evaluate scholarly literature and current readings pertaining to testing and classroom assessment.

Virtual Office hours and how they work: Use virtual office hours or E-Mail. 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. *Please make sure that Ecollege has your most updated email address. I frequently use email to communicate with students and I use the Ecollege system to send the e-mail to you directly.*

Class materials/ Textbooks: Be sure to have each reading completed **before** it is due, because we will be discussing these readings in the discussion thread. You will need the following:

- Popham, W.J. (2014). Classroom Assessment: What Teachers Need to Know. (7th Ed.) Boston, MA: Allyn and Bacon.
- Required supplementary readings: Additional readings and handouts are posted on our Ecollege site. Please see the Doc Sharing tab.

Grading policy: The following assignments are designed to encourage you to think about the course material in a meaningful and reflective manner.

Participation and Discussion	49 points
Develop assessment Project (4 assessments)	24 points (6 points each)
Case study	9 points
Professional development project	18 points

Final Grades

A: 90- 100%	B+: 87-89.99	B : 86.99-80
-------------	--------------	--------------

C+: 77-79.99	C: 70- 76.99	D: 60- 69.99	F: Below 60
--------------	--------------	--------------	-------------

Final Grades are **Final!** You have all semester to address any concerns you have about your grades, as I will post grades as we go along, and I will do my best to help you help yourself. Once your final grade is determined, it is Final.

Succeeding in this course requires a few things

It is very important to remember that this course is both a SUMMER course and an ONLINE course. This makes everything dually condensed, but it also means that you have a bit more flexibility with your time and you will finish this entire course in 4 short weeks.

- 1) Follow the checklist on the main page of each class, **and understand what the syllabus dictates as participation**
- 2) The reason, we have 7 classes, is because that is how many classes I had (3.5 hours/ twice a week) when I taught the course in the classroom. The work you are assigned is comparable to the work we did in class, but we have to simulate the participation and in-class activities online. This includes reading, actively participating in online discussions, and homework assignments.
- 3) You **MUST** stick to the deadlines. Each class (module) will only be open for a set amount of time. Once that time passes, you can no longer participate in the discussion.
- 4) During the course, we will discuss many topics including several hot topics. That being said, please limit your comments to the facts as presented in the materials and your own personal experience while maintaining a level of professionalism.

Assignments: All assignments should be typed, double spaced, and absolutely within the required number of pages. All assignments should be submitted to the eCollege drop box by the due date. Late assignments are only acceptable for illness (with note from physician), family emergency, or religious holiday. In these cases, arrangements should be made with me as soon as possible for an alternative due date. I realize that other certain unexpected life situations may occur and that they may be stressful, but the sooner I am informed of an unusual circumstance the greater my chances are of helping you navigate the course. Please bring all questions regarding grades to my attention within 24 hours after receiving your grade.

Participation and Discussion

49 points

To receive full consideration for participation, students are expected to post or respond to a comment in **EACH** threaded discussion within **48 hours** of the discussion opening. Your participation (**postings AND replies**) in **EACH** thread is **MANDATORY**. The additional time in the class should then be used for actively responding to others posts and responses. Participation takes the place of the classroom experience and you should be participating (by reading and responding) for approximately seven hours each week. Your participation will also be an indicator to me that you understand the coursework. In summary, you must post an original posting and a response in each thread. You will receive a participation/ discussion grade for each class (module) after each class (module) closes. This will help you assess the quality of your participation. 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.

Develop assessment project

24 points

There will be four projects throughout the semester which each require you to develop an assessment. Each assessment project requires you to independently create an assessment and a one page paper explaining your rationale for the assessment while also highlighting the important features of the assessment. Each of the assessments must be created within the framework of your academic content area.

These assessments require you to obtain a text book, a novel, a picture book, a poem, OR any other text you might use in your classroom during the fall semester in order to outline one unit and chapter to use for the assessment assignments. You may also want a copy of your NJ Core Curriculum Content Standards to reference during the course when making your assessments.

1. For your first assessment assignment, you will submit a traditional means of assessment (i.e., a selected response or a constructed- response test).
2. For your second assessment assignment, you will create a performance assessment.
3. For your third assessment assignment, you will use the Heflebower article to modify one of your previous assessments or create a new assessment.
4. For your final assessment assignment, you will individually create a portfolio assessment.

More detailed instructions for each of these assignments are located under the Doc Sharing tab, in the Assignments and Resources folder.

Case study Discussion

9 points

For this assignment, you will be focusing on a concerned parent. You will be required to use one article as an outside source to help you solve this problem. You will need to come up with a solution to the problem using the course readings and an additional article. You will be able to choose 1 of 2 case studies to respond to. You then must write a 1 page (or less) response addressing the problem and supporting your proposed rationale. Your response must include one outside source aside from the textbook you can use any of the articles I have posted in the recommended readings folder in Doc Sharing.

Professional development paper

18 points

Your final assignment will require you to develop a professional-development workshop related to a specific aspect of classroom assessment. You must include your philosophy of assessment, but the rationale of the workshop must be supported by scholarly literature. Therefore, a critical review of the literature is an important component of your paper, which must include a minimum of five sources aside from the textbook (you can use any of the articles I have posted in the recommended readings folder in Doc Sharing). Your paper must be a **maximum** of five pages, and it must follow APA guidelines. A rubric for the final paper assignment will be created together.

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

Important Note:

This course is divided into 7 classes each with a separate tab on our eCollege site to simulate 7 online classes, like we would have if this course was not online. Each class unofficially opens a day or 2 earlier to adapt to each person's schedule, but you are not required to start working in the class until it officially opens.

Please pay close attention to due dates!!!!!!

Official Class Open	Unofficial Class Open To view	Class Due/ Close	Topic	Readings	Assignments Due
5/26	5/26	5/30	Introduction and Bias Chapters 1 & 5		
5/31	5/29	6/2	Selected and Constructed response	Chapter 2, 6 & 7	
6/3	6/1	6/6	Performance, Formative, & SGOs	Chapters 8 & 12	Assessment 1 Complete formative assessment Vignette sheet
6/7	6/4	6/9	Reliability and Validity	Chapters 3, 4, & Heflebower article	Assessment 2
6/10	6/9	6/13	Portfolio and Affective	Chapters 9 & 10	Assessment 3 Portfolio case Affective questionnaire
6/14	6/12	6/16	Standardized tests, test prep, and improving assessment	Chapters 13, 14, & 11	Assessment 4 Case Study discussion Discuss NJ ASK scores
6/16	6/17	6/19	Evaluating instruction, and grading	Chapters 15, & 16	Grade the AP tests Professional development paper & presentation