

Summer 2015
Assessment and Measurement for Teachers
15:255:533 A1/A6
2 credits
Online Course – ecollege

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Phone Number: 732.598.9336 (personal cell)	Location: online – ecollege
Office Hrs: email or call anytime	Prerequisites or other limitations:
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 type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers:

► **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 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. I have also provided my personal cell phone number so that you can contact me immediately if necessary. 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 inclusive educators. **YOUR QUESTIONS ARE ALWAYS WELCOMED. PLEASE DO NOT HESITATE TO CONTACT ME.**

Learning Goals

1. Students will make important connections between assessment and instruction
2. Students will explore and practice creating classroom assessments in various forms.
3. Students will demonstrate an understanding of technical issues related to classroom assessments and standardized tests.
4. Students will develop awareness and gain insight into current issues in teaching and learning.
5. 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 catalogue 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.

Class materials/ Textbooks/Required Readings:

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.

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.
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.
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.

To help you, the course is organized within the 3.5 weeks to make the workload as manageable as possible. 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 to support you, the following is strongly recommended:

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 to each week and for each 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. It is the student's responsibility to review announcements on the home page at least twice per week. 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 throughout 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 make your first post to each discussion thread by Wednesday of each week (with the exception of Week 1). You are expected to contribute to assignments by posting your own thoughts and ideas, as well as by responding to instructor and peer posts/questions. Once again, in order to successfully participate as described, it will be require that you return to online activities at least three times during the week in order to respond to discussions underway by your classmates.

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. In general, each week goes from Sunday through Saturday. In order to give you access to assignments and for students who would like a jump start, all weeks will be open at the start of the summer session.
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 and internship 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 questions raised by your peers or the instructor.
5. As future teachers, 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. You should refrain from using “text messaging” language as much as possible. 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 in opinions on topics that will arise in the course, but berating comments are not acceptable. Anyone who is disrespectful or berating toward others, or berating toward the concept/philosophy of inclusive education will be barred from participation in threaded discussions, which will be reflected in the participation grade.
6. Please keep to the topic listed in the instructions for each discussion thread or group. If you have other issues or concerns, please bring them up in the Class Lounge tab that is set up on under Course Home. Please use this thread to ask each other questions. All students should check this thread once per week to see if there are any posts by

classmates. I will check this area periodically to see if there are any major areas of concern with the course that I need to address. **If you have a pressing concern, please contact me via email!**

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.

How You Earn Your Grade

Your final grade will be determined by two categories – online participation and the model exam with rubric. Do not be deceived. Each week during online participation you will have mini assignments that you will need to develop thoroughly and post in a timely manner. 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.

<u>Grading Requirements</u>	<u>Value</u>
1. Online Participation	50%
2. Model Exam with Rubric	50%

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 – 50%

Due: TBD

You may work individually or in groups of 3-5 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. (If working in a group only one unit/lesson will be needed.)
- 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.

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>.

Terminology

Under no circumstances should terms such as *retarded* or *learning disabled* be used as a noun. Prepositional constructions such as “students with learning disabilities” or “individuals who have mental retardation” are preferred over adjectival constructions such as “mentally retarded people.” Since *normal* has multiple meanings and may inappropriately imply abnormal where it is not applied, this word should not be used. Instead, more operationally descriptive terms such as “intellectually average students” or “students without learning disabilities” should be used. See the APA Manual for more information on person-first terminology.

Tentative Class Schedule*

Week	Topic	Readings	Assignments Due
Getting Class Started	a. Getting to Know You b. Questions About the Syllabus	Popham Ch. 1-2	
Week 1 May 26-May 30	a. Reliability and Validity b. Bias c. Selected Response Tests	Popham Ch. 3-6 and articles in Doc Sharing	
Week 2 May 31-June 6	a. Constructed Response Tests b. Performance Assessment c. Rubrics d. Students with Special Needs	Popham Ch. 7-8 and articles in Doc Sharing	
Week 3 June 7-June 13	a. Portfolio Assessment b. Formative Assessment c. Standardized Test Scores	Popham Ch. 9;12-13 and articles in Doc Sharing	
Week 4 June 14-June 19	a. PARCC b. SGOs c. Wrap-up	Articles in Doc Sharing	Model Exams with Rubric Due June 14

* **Schedule is subject to change**

+ **You are also responsible for additional reading assignments and video clips, which are posted each week on ecollege.**