

Assessment and Measurement for Teachers

Summer 2015, 2 Credits

Course Number: 15:255:533:A7

Rutgers, The State University of New Jersey

Online Course – Meets May 26th to June 19th

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Phone Number: No office number. Contact via email to arrange a skype session.	Office Address: Graduate School of Education 10 Seminary Place, Rm 319
Office Hours: Available through an online arrangement (Skype, Go-to-Meeting etc.)	Prerequisites or other limitations: Students should be admitted to the 5-Year Program. This section is for secondary math teachers.
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

Learning goals:

New Jersey Professional Standards for Teachers (2014)¹:

Standard Six: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in examining their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.

ii. Essential Knowledge

- (1) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
- (2) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias;
- (3) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners;
- (4) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning;
- (5) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback;
- (6) The teacher knows when and how to evaluate and report learner progress against standards; and

¹ <http://www.state.nj.us/education/code/current/title6a/chap9.pdf>

- (7) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

iii. Critical Dispositions:

- (1) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning;
- (2) The teacher takes responsibility for aligning instruction and assessment with learning goals;
- (3) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress;
- (4) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning;
- (5) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs; and
- (6) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

Council for the Accreditation of Education Professionals (2013)²:

Standard 1: Content and Pedagogical Knowledge

1.4 Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).

Course catalog description:

This course provides an overview of assessment, measurement, evaluation, and grading issues that face teachers. Topics include the 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:

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

A webcam (stand-alone or integrated like those found in most laptops) or at least a headset with a microphone will be needed for live discussions conducted on the web through either Skype or Go-To-Meeting.

Grading policy:

- Grades are weighted by the particular assignment. Assignments and their values are listed below.

² http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf

- 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
- **Late and Missing Work:** Missing work is scored a zero per assignment. Late work is penalized based on the guidelines described below.
- **Late assignment policy:** Late assignments are penalized 40% for the first day late and 10% per additional day late for all assignments.
- The last day to submit work is Friday 6-19-2015. No work, of any kind, will be accepted after this time.

Assignments³:

Assignment	Tentative due date	Grade
Participation in Online Video Conferences	Throughout the course	20%
Reading Responses (individual)	Throughout the course	20%
Initial Thoughts Paper (individual)	Week 1	5%
Concept Analysis (individual & group work)	Week 1	10%
Reasoning Analysis (individual & group work)	Week 2	10%
Data Interpretation (individual & group work)	Week 3	10%
SLO Analysis (individual)	Week 3 and 4	20%
Final Reflection Paper (individual)	Week 4	5%

Web site:

The Course is hosted through the Rutgers eCollege website located at:

<https://onlinelearning.rutgers.edu/ecollege>

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

Violations of academic integrity will, at a minimum, result in a grade of zero for that particular assignment. Repeated violations or more egregious violations may necessitate more intervention.

Office of Disability Services:

³ Including exams, papers etc.

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

Week	Assignments & Readings
<p>Week 1: Tues. May 26th to Fri. May 29th</p>	<p><u>Initial Thoughts Paper:</u> Due by 11:59 pm on Tuesday, May 26th</p> <ul style="list-style-type: none"> • Download the template from eCollege • Complete it and submit it to the dropbox on the first day of class. It is due Tuesday by 11:59 am. <p><u>Video Conference:</u> Times are listed in the bullet points below</p> <ul style="list-style-type: none"> • Sign Up Online • 10:30 am Wed. May 27th • 7:00 pm Wed. May 27th <p><u>Concept Analysis:</u> Due by 11:59 pm on Thursday, May 28th</p> <p>In this activity you will analyze student data related to students' mental models (explanations) for a phenomenon.</p> <ul style="list-style-type: none"> • Download the ZIP file from eCollege • Post your results to share with the people in your group • Submit a final report by Friday <p><u>Reading:</u> Due by 11:59 pm on Monday, June 1st</p> <p>Note that the reading from Week 1 is due that Monday (June 1st). So start the reading this week, that way you are done with it by Monday if not sooner. The readings are listed in Week 2.</p> <p><u>Reading Reflection:</u> Due by 11:59 pm on Monday, June 1st.</p> <ul style="list-style-type: none"> • Download the reading reflection document from eCollege • Complete it and submit it to your Dropbox

<p>Week 2: Mon. June 1st to Fri. June 5th</p>	<p><u>Reading:</u> Due by 11:59 pm on Monday, June 1st</p> <p><i>Popham 7th Edition:</i> Chapter 1: Why do teachers need to know about assessment? Chapter 4: Validity Chapter 5: Absence of Bias <i>*Note these three readings are due by Monday June 1st.</i></p> <p><u>Reading Reflection:</u> Due by 11:59 pm on Monday, June 1st</p> <ul style="list-style-type: none"> • Download the reading reflection document from eCollege • Complete it and submit it to your Dropbox. <p><u>Reasoning Analysis:</u> Due by 11:59 pm on Thursday, June 4th</p> <p>In this activity you will analyze student data related to how students reason about the relationships between evidence and models. You will also analyze the reasoning in the arguments generated by students to support their model.</p> <ul style="list-style-type: none"> • Analyzing Classroom Level Data • Download the ZIP file from eCollege • Post your results to share with the people in your group • Submit a final report <p><u>Video Conference:</u></p> <ul style="list-style-type: none"> • Sign Up Online • Held at 10:30 am Wed. June 3rd • Held at 7:30 pm Wed. June 3rd
<p>Week 3: Mon. June 8th to Fri. June 12th</p>	<p><u>Reading:</u> Due by 11:59 pm on Monday, June 8th</p> <p><i>Popham 7th Edition:</i> Chapter 6: Selected Response Tests Chapter 7: Constructed Response Tests Chapter 8: Performance Assessment</p> <p><u>Reading Reflection:</u> Due by 11:59 pm on Monday, June 8th</p> <ul style="list-style-type: none"> • Download the reading reflection document from eCollege • Complete it and submit it to your Dropbox. <p><u>Data Interpretation:</u> Due by 11:59 pm on Thursday, June 11th</p> <p>In this assignment you will receive data at a class, department,</p>

	<p>district and state level and you will be asked to make sense of the data from several different perspectives.</p> <ul style="list-style-type: none"> • Download the ZIP file from eCollege • Post your results to share with the people in your group • Submit a final report by Thursday <p><u>SLO Analysis:</u> Due by 11:59 pm on Thursday, June 11th</p> <ul style="list-style-type: none"> • Download the ZIP file from eCollege • Submit a final report by Thursday <p><u>Video Conference:</u></p> <ul style="list-style-type: none"> • Sign Up Online • Held at 10:00 am Wed. June 10th • Held at 7:30 pm Wed. June 10th
<p>Week 4: Mon. June 15th to Fri. June 19th</p>	<p><u>Reading:</u> Due by 11:59 pm on Monday, June 15th</p> <p><i>Popham 7th Edition:</i> Chapter 12: Formative Assessment Chapter 14: Appropriate and Inappropriate Test Practices Chapter 16: Assessment-Based Grading</p> <p><u>Reading Reflection:</u> Due by 11:59 pm on Monday, June 15th</p> <ul style="list-style-type: none"> • Download the reading reflection document from eCollege • Complete it and submit it to your Dropbox. <p><u>SLO Analysis:</u> Due by 11:59 pm on Thursday, June 18th</p> <ul style="list-style-type: none"> • Download the ZIP file from eCollege • Submit a final report by Thursday <p><u>Video Conference:</u></p> <ul style="list-style-type: none"> • Sign Up Online • 10 am Wed. June 17th • 7 pm Wed. June 17th <p><u>Final Reflection:</u> Due by 11:59 pm on Thursday, June 18th</p> <ul style="list-style-type: none"> • Download the template from eCollege • Complete it and submit it to the dropbox.