

Summer, 2016
Assessment and Measurement for Teachers
 15:255:533, A2 & A3
 2 Credits
 Online

Instructor: Jennifer Gardella, PhD	Email: jennifer.gardella@gse.rutgers.edu
Office Hours: Online	Prerequisites or other limitations: 05:300:306 & Admission to Teacher Ed Program
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: N/A

Course Goals:

Teachers assess to test; educators assess to assist learning. -- Dave Carter

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 retaining information. In today's educational landscape, assessments come in a variety of forms. Developed at the classroom, grade, district, state, and school level, it is critical that all educators have a firm understanding of the complexities and technical aspects that go into preparing and 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.

Core goals of the course are as follows:

- Students will make important connections between assessment and instruction
- Students will explore and practice creating classroom assessments in various forms.
- Students will demonstrate an understanding of technical issues related to classroom assessments and standardized tests.
- Students will develop awareness and gain insight into current issues in teaching and learning.
- 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 Catalog Description:

15:255:533 ASSESSMENT AND MEASUREMENT FOR TEACHERS 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. *Prerequisite: 05:300:306.*

Course Text

Popham, W.J. (2014). Classroom Assessment: What Teachers Need to Know. (8th Ed.) Boston, MA: Allyn and Bacon.

Additional Readings and handouts are required and can be found on our ecollege website.

Office Hours

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. All questions will be answered within 24 hours.

Please make sure that ecollege has your most updated email address. I frequently use email to communicate with students and pull email address directly from the ecollege system each time.

Assignments

All assignments are due to the drop box by midnight on the due date.

Due Date	% of Grade	Assignment Description
June 6	10%	Assignment 1: Selected response with rubric
June 10	10%	Assignment 2: Constructed response with rubric
June 15	10%	Assignment 3: Performance response with rubric
June 21	10%	Assignment 4: Portfolio Assessment with rubric
Ongoing	60%	Class Participation

All assignments are graded out of 100 and then final grades are computed on ecollege using the weights listed above.

Surviving the Course:

- 1) What you get out of this course (knowledge and your grade) depends on what you put into it. My best advice to you is to go in seeking knowledge and a good grade will follow.
- 2) I have taken summer courses and understand the time you will need to put into our course to be successful. The hardest concept to digest is that this is a 2 credit graduate level course run over four weeks so we will be doing approximately 2/3 of the work of a regular course in a month. That amounts to about 15 total hours of work per week reading, preparing, actively participating in online discussions and completing homework assignments. I make it as easy as possible as all work can be completed on your own time and there are no mandatory check-in times. However, there are deadlines for assignments and discussions.
- 3) We need to assume that we are all very very busy. I understand and can relate to those of you who work (full-time or part-time), have children, are taking other classes, caring for family members (and juggle other things) and have developed the course with that in mind.

- 4) If you find yourself dealing with an unexpected personal situation, please let me know so we can work out a plan for you to complete the class. Please do not disappear for a length of time. And please do not push it with excuses, “I had too many parties to attend this weekend” or “you have no idea what it is like to be a busy student” will not go well.
- 5) You need very reliable access to the internet to successfully complete this course. Please make sure to have a reliable back-up plan in place (local library, friend’s house, coffee shop) in case your primary access is not available when you plan to work on the class. Rutgers has a plethora of options for access on terminals (libraries, computing centers) and most buildings have wireless access for a laptop.
- 7) Do not wait until the last minute to submit assignments online – it just never goes well
- 8) Please understand that I am not qualified in any way to help you resolve any technical difficulties you may experience with ecollege. It is always best for you to contact the ecollege student hotline for assistance (most problems usually occur when students attempt to submit assignments and posts at the last minute).
- 9) Please treat me as you expect your future students to treat you. Be the ideal model student you hope to teach.

Assignments

Your assignments should be placed in the drop box by midnight on the due date.

You can ALWAYS submit your assignment early.

Technical issues with ecollege, lack of internet, will not be considered excuses for not submitting an assignment.

Assignments are not accepted via email under any circumstances

The following 4 assignments are to be based on the book.

Each assignment should look exactly as if you were going to hand them out to students and reflect that you took advice offered in the chapter.

Assignment #1: Develop a selected response assessment based on your intended level of teaching and subject matter. Include at least one binary, multiple choice, and matching item. Include at least 10 items. At the end of the assignment explain if you think you will use selected response assessments in your classroom. Why or why not?

Assignment #2: Develop a constructed response assessment based on your intended level of teaching and subject matter – don’t forget the rubric! Include the rubric you will use to grade this assessment. You should include 2 short answer questions and an essay. At the end of the assignment explain if you think you will use constructive response assessments in your classroom. Why or why not?

Assignment #3: Develop an original handout for a performance assessment based on your instructional unit and the rubric you will use to grade this assessment. Include clear directions. At the end of the assessment, explain if you will use performance assessment in your classroom. Why or why not?

Assignment #4: Develop a handout explaining to students a portfolio assessment for your instructional unit with a brief (2 line) description of each item. Include clear directions on your expected organization, due dates, and the rubric to be used in grading the portfolio. At the end of the assessment, explain if you will use portfolio assessment in your classroom. Why or why not?

**The rubric below will be used to grade Assignments 1-4

Rubric for 4 assessment assignments	0	10	20
Detailed directions for students to follow with clear grading plan explained (rubric if required)	Did not	Loosely	Completely
Demonstrated use of expertise from text or type of assessment	None	Some	Throughout
Creatively related to outline/content area	Did not	A bit	Absolutely
Proper grammar and punctuation	Poor	Loosely	Near perfect
Appropriate spacing for answers; pages numbered, space for students name	Did not		Yes
Provided explanation on if type of assessment will be used in the classroom	Did no	Loosely	Not at all

Submitting Assignments

Please make sure to only submit assignments in the drop box. Submitting assignments any other way (email, doc sharing) will not be accepted. Remember, be the excellent student you hope to teach. Technology issues will not be accepted as an excuse for full credit when assignments are handed in after the due date. .

Should you submit an assignment after the due date, your grade will drop by 50% for each day late. Prior approval for a late assignment to receive full credit needs an acceptable reason: illness (with note from physician), family emergency, or religious holiday. In these cases, arrangements should be made with me as soon as possible for alternative due date. I realize that certain unexpected life situations are stressful, so the sooner I am informed of an unusual circumstance the greater my chances are of helping you navigate the course.

Participation

As with any graduate level course, discussions are a critical part of your learning experience. You are expected to be an active participant in all discussion threads by bringing issues, questions, concerns, and experiences to all online discussions. There are no seats in the back of room!

Discussions will prompt you to first read some specified material and then ask you to post a single response to a question. Your goal is to demonstrate that you have read and pondered the material. The minimum requirement is that you contribute one original post to these discussions and answer any follow-ups your original post received (from me or your classmates) by the end of the week. At the conclusion of each discussion I highly recommend you revisiting and

reading all submissions as the ideas will be of great help to you. Please be respectful and professional when responding to others.

****Important tip**** I highly recommend composing your posts in a word processing program first, then cutting and pasting on the discussion thread in ecollege. Writing directly to ecollege presents the risk of a technology failure or lock-up.

Each discussion has a deadline for your original post. All substantive comments (by me or your peers) to your original post need to be addressed when the week closes out. Late entries are not accepted. After the deadline each discussion should be in a “read only” state so you can review.

Each discussion will be graded on a scale of 0-100. Full credit is given for original responses which demonstrate that you have read, studied and pondered the information and topic/question as well as your participating in the life of the discussion. I search for evidence that you have digested the applicable information. Initial posts should be no more than 400 words and all deadlines must be met. Your classmates and I may pose a question/comment under your original which must be addressed by the end of the week.

Grading:

A: 90-100	B+: 87-89	B: 80-86	C+: 77-79
C: 73-76.9	C- 70-72.9	D: 60-70	F: <60

Please bring all questions regarding grades to my attention within 24 hours after receiving your grade.

Course Schedule

This course is divided into four modules, one for each week.

Each module has a separate tab on our ecollege site.

Please pay close attention to due dates

Week	Dates	Topics	Text**
1	5/31 – 6/4	Introduction to Course & Assessment Technical Issues Selected Response Assessments	1-2 3-5 6
2	6/5 – 6/11	Constructed-response Formative Assessment Affective Assessment	7 12 10
3	6/12 – 6/18	Performance Assessment Improving Assessments	8 11
4	6/19 – 6/24	Portfolio Assessment Standardized Tests Evaluating Instruction Grading	9 13&14 15 16

Academic Integrity

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

Students with Special Needs

If you have special needs as addressed by the Americans with Disabilities Act and require academic accommodations or modifications, please notify me immediately. I will make every effort will be made to support your work and success in this class.

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>.