

Summer 2016
 Assessment and Measurement for Teachers
 15:255:253:A4
 2 Credits
 May 31-June 24

Instructor: Marty Malague	Email: malague@rutgers.edu
Phone: 828-250-4673	Location: http://ecollege.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

Learning Goals

The course will examine how “Assessment and Measurement” plays out in actual classrooms, with a special emphasis on those where Social Studies is taught each day. Guided by the course text, other readings, and the enriching online conversations that will ensue, we will consider the most important aspects of how teachers go about assessing and measuring their students. Upon completion of the course, students will be expected to:

- Make connections between assessment and instruction.
- Understand the complex choices and inherent tradeoffs made when deciding what to assess.
- Construct classroom quizzes and tests that appropriately leverage selected-response and constructed-response questions, and do so mindful of the ever-present tension between essential “core knowledge” and overarching “big ideas.”
- Feel comfortable designing projects, be they performance or portfolio assessments, ones that highlight knowledge and hone skills that are perhaps not captured by classroom tests.
- Identify attributes and sensibilities that might lie outside the tests and projects they have created, and explore ways to be continually mindful of their importance.
- Articulate to students, parents, and administrators a compelling rationale for their own classroom assessment practices and protocols.
- Be conversant about other assessments and assessment policies that impact their students and their profession.

Course Catalog Description

15:255:533ASSESSMENT 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. (7th Ed.) Boston, MA: Allyn and Bacon.

Additional readings and handouts are required and will be found on our eCollege website.

Office Hours

Given the online nature of the class, office hours will be conducted by e-mail. Please feel free to e-mail me at any time. I plan to respond within a day.

Assignments

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

Due Date	% of Grade	Assignment Description
June 6	20%	Assignment 1: The “Grading Policy”, with 1-2 page rationale
June 10	20%	Assignment 2: The “Classroom Test”, with 1-2 page rationale
June 17	20%	Assignment 3: The “Project”, with 1-2 page rationale
June 24	20%	Assignment 4: The Case Study, 3-4 pages navigating a dilemma
Ongoing	20%	Class Participation

All assignments are graded out of 100 and then final grades are computed on eCollege using the weights listed above. The specific parameters for each will be described and discussed in eCollege. Participation will also be graded out of 100 will be based on the thoughtfulness of your responses to the two discussions we will have each week. You will be expected to respond to all discussion threads.

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

Course Schedule

Week	Dates	Topic	Readings	Assignment	Due Date
1	5/31-6/4	Deciding What to Assess--and Understanding all the Implications	Ch. 1&2 Common Core, NJCCCS	The “Grading Policy” and Rationale	June 6
2	6/5-6/11	Building the Old Standby Classroom Test---Selected-Response, Constructed- Response, “Core Knowledge”, and the “Big Idea”	Ch. 6,7,&12 Posted Readings	The “Classroom Test” and Rationale	June 10
3	6/12-6/18	Shooting for Something Bigger-- Performance and Portfolio Assessment, College Readiness, and	Ch. 8,9,&10 Posted Readings	The “Class Project” and Rationale	June 17

		Citizenship			
4	6/19-6/24	Navigating Assessments Arriving from Outside our Classroom— PARCC, AP, SGO's, SGP's	Ch. 3-5, 11-16	The "Case Study"	June 24

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

<https://slwordpress.rutgers.edu/academicintegrity/wpcontent/uploads/sites/41/2014/11/AIPolicy2013.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>.