

Summer 2016
Assessment and Measurement for Teachers
 15:255:533:A6
 2 Credits
 May 31- June 24, Online

Instructor: Meredith Byrnes	Email: Meredith.Byrnes@gse.rutgers.edu
Office Hours: Online	Prerequisites or other limitations: 05:300:306
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:

Course Goals

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.
- Students will identify issues of equity with regard to the assessment of diverse language learners.
- Students will be able to adapt classroom assessments for students at different levels of language proficiency.

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. (7th Ed.) Boston, MA: Allyn and Bacon.

Additional required readings and videos will be posted in Doc sharing on our ecollege website.

Office Hours

Since this is an online course, I have no specific office hours. 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 will also 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 educators. Please feel free to contact me often with any questions.

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 regular semester in less than 4 weeks of a summer session. (yikes!)
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. (yikes!)
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 Friday of each week. The first set of initial posts must be made by June 3rd.

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 NJCCCS and/or CCCS for your content area (WIDA standards for ELL certification and CCCS for World Languages). If you are not knowledgeable about the NJCCCS/CCCS for your subject area, I have provided links to the Standards on the NJDOE.

World Language: <http://www.state.nj.us/education/cccs/2014/wl/>

ELL: <http://www.state.nj.us/education/aps/cccs/ELL.htm> Click link entitled, "English Language Development Standards Essential Actions" to transfer to WIDA standards.

2. You are also required to have a chapter, unit, or lesson from a practical experience or other course from which you will need to construct test items. It is in your best interest to think about this now.

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 for students to be successful the following is required:

1. Read the syllabus carefully and know its content well (pay special attention to policies).
2. Check the announcement area of ecollege every time you login.
3. Check the introductory section for each week and for each discussion thread;
4. Check your assigned Rutgers email. I will only use Rutgers email address 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. During the regular semester, students are expected to review announcements on the home page at least twice per week. During this very short summer session, you are expected to review announcements almost daily and know about any

possible changes as soon as possible. Lack of knowledge about changes will not be considered an acceptable excuse for late assignments or failure to complete assignments.

- 2) This is an online course, and the expectations are much different than traditional in-person course. 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 is required. You are expected to **log into ecollege at least three times during each week** at a minimum to read, watch videos, 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 responding to instructor and peer posts/questions.
- 3) Assignments and readings are to be completed by the date specified. Should you submit the Model Exam with Rubric or the Philosophy of Assessment after their respective due dates, 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.
- 4) Late posts to discussion threads will not be accepted. Each week there will be 3-4 discussion threads. You must make your *initial* post to each discussion by Friday of each week (starting June 3rd), respond to 3 posts from peers by the following Thursday, and follow-up to peer or instructor comments by the following Friday (except on the last week when you will not be responsible for responding to peers). 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. Please keep in mind that you will not be excused from deadlines due to technical difficulties. To avoid missing deadlines, I advise you to: a) Make sure you have very reliable access to internet to successfully complete assignments and a reliable back-up plan in place (local library, friend's house, coffee shop, Rutgers computing centers), and b) Do not wait until the last minute to submit assignments online – it just never goes well.
- 5) 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.
- 6) 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 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 comments/questions raised by your peers or the instructor.

- 7) As future educators, 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. It is not acceptable to use “text messaging” language. 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 of opinions on topics that will arise in the course, but berating, rude, or dismissive comments are not acceptable. Such comments may result in being prohibited from participation in discussion threads, which will have a major impact on your participation grade.
- 8) Please keep to the topic in the instructions for each discussion thread. If you have other issues or concerns, please email me.
- 9) 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.
- 10) Extra credit assignments are not available.

Grades

Evaluation of your performance in this course is based on the percentage of total points that you earn in the course. Course assignments have been assigned a percentage value, which will be used to calculate the final grade. 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.

Graded Assignments

<i>Due Date</i>	<i>% of Grade</i>	<i>Assignment Description</i>
Ongoing	50%	Online Participation
June 15	25%	Model Exam with Rubric
June 24	25%	Philosophy of Assessment

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

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

Assignments

Online Participation –50%

As indicated under the 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 or watch videos, contribute, respond to new discussion threads, and address peer or instructor comments in a follow-up post. 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 describe, it will be required that your return to online activities at least three times during each week to respond to discussions underway by your classmates.

Discussions will prompt you to first read some specified material and/or watch a video 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. At the conclusion of each discussion I highly recommend you revisit and read 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.

Earning Full Credit for Participation

1. Make initial posts to *each* discussion thread by the following dates:

- Week 1: Initial Posts by Friday, June 3rd
- Week 2: Initial Posts by Friday, June 10th
- Week 3: Initial Posts by Friday, June 17th
- Week 4: Initial Posts by Friday, June 24th.

2. Initial posts should be no more than 400 words

3. Respond to the postings made by others on each discussion thread before the following Thursday, as indicated on ecollege and on this syllabus.

4. 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 instructors 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 must still respond to postings made by peers and the instructor in Week 2 during Week 2.

5. Post comments that reflect that you have completed the reading assignments.
6. Post comments and responses that reflect thought and application of skills. Comments such as “I agree” will receive no credit.
7. Follow-up to peers or instructor responses to your initial posts by the following Friday.
8. The response 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 comments of your peers in relation to the topic.
9. 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.

Model Exams with Rubric –25%

Due: June 15, 2016 by 11:59pm

You may work individually or in groups no larger than 3 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 for a specified age and level of language development.
- II. You will develop an exam/assessment that is modified to meet the needs of students at a different level of language of language development.
- 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 and language level
 - b. A summary of the content material being assessed –subject, unit, lesson
 - 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 at 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 at different levels of language development. How will you modify the exam for a student at a different language level? Show a second version of the exam that shows how you modify the assessment to accommodate for a different level of language development.
9. You are to submit your sample exam, modified exam for students with different levels of language development, and the accompanying rubric to the Dropbox by the due date.

****The rubric below will be used to grade the Model Exam with Rubric**

Rubric for Model exams with Rubric	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

Assessment Philosophy –25%

Due: June 24, 2016 by 11:59pm

At this point in your training as an educator, you should be emerging with a personal philosophy of best practices for effective teaching. Furthermore, as a result of this course and others, as well as a result of your practicum experiences, you should also have an emerging personal view on assessment.

The purpose of this assignment is to think critically about your own philosophy of assessment, as it emerges. If done thoroughly, it will provide you with a strong foundation for discussing your knowledge of and approach to assessment on interviews for teaching positions.

For the final statement, you are to write a 1-2 page paper that summarizes your assessment philosophy and how it aligns with and supports your educational philosophy. In your statement, you are to include the following:

1. A description of your educational philosophy, your assessment philosophy, and how the two align and support each other;
2. Describe the types of assessments you plan to use;
3. A description of how you will make assessment modifications for students at different language levels.
4. A description of how your assessment philosophy supports the NJCCCS/CCCS for your subject area and how the types of assessments that you plan to use will help evaluate student progress on the NJCCCS/CCCS;
5. Explain how the types of assessments that you select will shape your approach to teaching.

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

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>.

Tentative Course Schedule*

Week	Topic	Readings	Assignments Due
Getting Class Started	1. Getting to Know you b. Questions about the Syllabus c. Why Take a Course on Assessment	Popham Ch. 1-2	
Week 1 May 31- June 3	a. Reliability and Validity	Popham Ch. 3-4 and videos or articles in Doc Sharing	
	a. Bias b. Selected Response Tests	Popham Ch. 5-6 and videos or articles in Doc Sharing	Week 1 online participation: <i>Initial posts-</i> June 3
Week 2 June 4 – June 10	a. Constructed Response tests	Popham Ch. 7 and videos or articles in Doc Sharing	
	a. Performance Assessment b. Rubrics	Popham Ch. 8 and videos/articles in Doc Sharing	Week 2 online participation: <i>Initial Posts-</i> June 10
Week 3 June 11- June 17	a. Portfolio Assessment b. Formative Assessment	Popham Ch. 9 & 12 and videos/articles in Doc Sharing	Model exams with Rubric Due June 15
	a. Students with	Videos/articles in	Week 3 online

	Special Needs/ELLs	Doc Sharing	participation: <i>Initial posts- June 17</i>
Week 4 June 18- June 24	a. Standardized Test Scores b. NCLB c. Systemic Validity d. Wrap-up	Popham Ch. 13 and Articles in Doc sharing	Week 4 online participation: <i>Initial Posts due June 24</i> Philosophy of Assessment Due June 24

***Schedule is subject to change**