

Summer 2016
Assessment and Measurement for Teachers
15:255:533:A7 (index# 02408)
2 Credits
Online

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Office Hours: Online	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 checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers:

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

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

Office Hours

“Virtual Office Hours” will be provided through the eCollege website. As questions regarding the course arise, please start a discussion thread, so that everyone can benefit from my responses. Should personal questions arise, please privately email me. All questions will be answered within a 24 hour period. Lastly, please make sure your eCollege email addresses are updated, as I frequently use email to communicate with students and will use the addresses in the eCollege system to do so.

Assignments

- All assignments are due to the drop box by midnight on the due date.
- Assignments will not be accepted via email or other medium other than the drop box.
- Assignments can always be submitted early.
- Technical issues, (i.e. with eCollege or internet) are not accepted excuses for not submitting assignments.

Course Schedule

Week	Dates	Readings	Assignment	Assignment Due Date
1	5/31-6/3	Chapters 1-6	Selected Response Assessments	6/3/16
2	6/6- 6/10	Chapters 7, 10, 12	Constructed Response Assessments	6/10/16
3	6/13- 6/17	Chapters 8,11	Performance Assessments	6/17/16
4	6/20- 6/24	Chapters 9, 13-16	Portfolio Assessments	6/24/16

Grading Policy

Final Grades- Course weights

Assignment #1	15% of grade
Assignment #2	15% of grade
Assignment #3	15% of grade
Assignment #4	15% of grade
Participation	40% of grade

Each assignment should look exactly as if you were handing it out to students. Math assignments should reflect the unit of study and the intended grade level.

Assignments Details

Assignment #1- Develop a selected response assessment which includes 10 math items with at least: one binary, multiple choice, and matching items.

Below your assessment items, answer the following question: Tell why you will or will not use selected response assessments to assess math in your classroom.

Assignment #2- Develop a constructed response assessment for math which includes 2 short answers questions and an essay. Be sure to include the grading rubric with the assessment.

Below your assessment items, answer the following question: Tell why you will or will not use constructed response assessments to assess math in your classroom.

Assignment #3- Develop an original handout for a math performance assessment.

Below your assessment items, answer the following question: Tell why you will or will not use performance assessments to assess math in your classroom.

Assignment #4- Develop an original handout for students explaining an instruction math portfolio assessment. Include a brief description of each item, clear directions with expected organization, due dates, and the grading rubric.

Below your assessment items, answer the following question: Tell why you will or will not use portfolio assessments to assess math in your classroom.

Grading Rubric for 4 assignments

	0 Inadequate	1 Partially Proficient	2 Proficient
Directions: Detailed, clear w. explanation of grading criteria (rubric)			
Knowledge: Application from course textbook or type of assessment			
Content: Area and intended level appropriate			
Mechanics: grammar, spelling, punctuation			
Format: Spacing, page numbers, space for student name			

What you should know.....

- This course is a give and take. You get out what you put in.
“highly successful people have three things in common: motivation, ability, and opportunity.” Adam Grant
- This 2 credit graduate level 4 week course requires approximately 15 total hours of work per week in reading, preparing, participation, and assignments.
- You need reliable access to the internet to achieve success. You should always have a Plan B should you experience technology issues. Libraries, coffee shops, and friend’s houses should be considered when in a crunch that requires another alternative.
- Submit assignments on time.
- Lead by example.... Be the model student you hope to teach.
- I have an open door for communication. Should you have any concerns (educational or personal) please contact me.

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/wp-content/uploads/sites/41/2014/11/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>.