

Summer 2016  
Assessment and Measurement for Teachers  
15:255:253:A8  
2 Credits  
Online – eCollege

Instructor Name: Rob Zisk	Email address: robert.zisk@gse.rutgers.edu
Phone Number: 732-672-9432	10 Seminar Pl Rm 013
Office Hours: By Appointment	Prerequisites or other limitations: Admittance to the Teacher Education 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:

Learning goals:

**New Jersey Professional Standards for Teachers (2014)<sup>1</sup>:**

**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
- (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.

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

**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.

**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.

**Textbook:**

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

Other readings will be posted on the course website

**Grading policy:**

The course grade is weighted based on the values of the assignments shown below.

It is my belief that this class should allow you to grow as a professional and help you to excel as a teacher. Because of that, you be able to resubmit any assignment after receiving feedback.

Grading Scale: A: >90, B+: 86 – 89, B: 80-85, C+: 76-79, C: 70 – 75, D: 60 – 69, F: <60

**Assignments<sup>1</sup>:**

- 1) Participation in discussions (throughout): 20%
- 2) NGSS Reflection (Week 1): 20%
- 3) Formative Assessment Set (group work, Week 2): 20%
- 4) Performance Assessment and Rubric (Week 3): 20%
- 5) Final Assessment (Week 4): 20%

Web site: (If any): 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 [https://slwordpress.rutgers.edu/academicintegrity/wp-content/uploads/sites/41/2014/11/AI\\_Policy\\_2013.pdf](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>.

Course Schedule

Week	Assignments & Readings
1	Principles of Assessment  Assessment under the Next Generation Science Standards  <b>Assignment Due:</b> NGSS Assessment Reflection
2	Formative Assessments and Assessments for Learning  <b>Assignment Due:</b> Formative Assessment Set – You will work on this as a group by content area and submit your work in a googledoc.

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<sup>1</sup> Including exams, papers etc.

<sup>2</sup> [http://caepnet.files.wordpress.com/2013/09/final\\_board\\_approved1.pdf](http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf)

3	Performance Assessments and Rubric Writing, Evaluating Teaching <b>Assignment Due:</b> Performance Assessment and Rubric
4	Summative Assessments, SLOs <b>Assginment Due:</b> Summative Assessment and Key