

**EDCI 360 Foundations of Assessment**  
**Fall Semester 2009, 2 credits**

**Montana State University**

**Semester:** Fall 2009

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**Office Hours:** Tuesday/Thursday 10:00 – 12:00, Monday 2:30-4:00 or by appointment

**Professor:** Dr. Lynn Kelting-Gibson

**Phone:** 994-7458

**Meeting Time:** MW 10-10:50, 1:10-2:00, or  
W 3:10-5:00

**Description:** Fundamental concepts of educational assessment for classroom teachers including the relationship of assessment to educational aims, quality of assessment, principles of item construction, evaluation of student responses, interpretation of results, and improvement of techniques.

**Standards:** **Interstate New Teacher Assessment and Support Consortium (INTASC)**

**Professional Education Preparation Program Standards and Procedures (PEPPS)**

**INTASC Standard #3 Diverse Learners**

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

**Key Indicators:**

- Designs instruction appropriate to students' stages of development, learning styles, strengths and needs.
- Selects approaches that provide opportunities for different performance modes.
- Adjusts instruction to accommodate the learning of differences or needs of students (time and circumstance of work, tasks assigned, communication, and response modes).

**INTASC Standard #4 Multiple Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving and performance skills.

**Key Indicator:**

- Selects and uses multiple teaching and learning strategies (a variety of presentations/explanations) to encourage students in critical thinking and problem solving.

**INTASC Standard #8 Assessment – PEPPS General Standard (h)**

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

**Key Indicators:**

- Selects, constructs, and uses assessment strategies appropriate to the learning outcomes.
- Uses a variety of informal and formal strategies to inform choices about student progress and to adjust instruction (e.g., standardized test data, peer and student self-assessment, informal assessments such as observation, surveys, interviews, student work, performance tasks, portfolio and teacher made tests).
- Uses assessment strategies to involve learners in self assessment activities to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.
- Evaluates the effects of class activities on individuals and on groups through observation of classroom interaction, questioning and analysis of student work.
- Maintains useful records of student work and performance and communicate student knowledgeably and responsibly.
- Solicits information about students' experiences, learning behavior, needs, and progress from parents, other colleagues and students.
- Monitors his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.

**Essential Understanding Regarding Montana Indians #2:** There is a great diversity among individual American Indians as identity is developed, defined, and redefined by many entities, organizations, and people. There is a continuum of Indian identity ranging from assimilated to traditional and is unique to each individual. There is no generic American Indian.

**Objective:** Upon completion of this course students will have had the opportunity to design, distinguish, evaluate, and interpret the fundamental concepts of assessment through discussions in class, observations, and writing assignments.

**Required Materials and Text (bring to class daily):**

- 1) *Classroom Assessments: What Teachers Need to Know. 2008. W. James Popham.*  
ISBN 0-205-51075-2/978-0-205-51075-7
- 2) **Packet** in the Bookstore
- 3) **Notebook**, (colored pens, markers, crayons if you choose)
- 4) **Desire2Learn (D2L)**
- 5) **Library Reserves**

**Note:**

Students with documented disabilities and who may need accommodations, who have any emergency medical information I should know of, or who need special arrangements in the event of evacuation, should make an appointment with me as early as possible, no later than the first week of the term.

**Attendance Requirements and Professionalism:**

This course requires active participation from all class members. Therefore, I expect you to treat this course as if it were a professional teaching job. Come to every class on time, prepared, and ready to participate. Deadlines for readings and written assignments must be honored.

**Technology-Based Tools and Resources**

It is important that we create a classroom environment conducive to learning, a classroom free of distraction and the potential for cheating. We must be attentive to the needs, sensibilities, and rights of all members of our learning community. Therefore, the use of all portable digital devices including cell phones, MP3 players, headphones etc. is not allowed in this course. Cell phones, pagers, and other personal electronic devices must be turned off and out of sight during all class meetings at all times. Cell phones may not be dialed or answered in our classroom (including text messaging, picture taking, playing games, and other uses).

**MSU Code of Conduct:**

Teachers are held to the very highest ethical standards. Therefore, you are expected to abide by MSU's policies on collaboration and plagiarism. Academic dishonesty will not be tolerated in this course and will result in serious consequences. If you choose to engage in academic dishonesty and are caught, you will be subject to University disciplinary jurisdiction. A variety of sanctions may be imposed: you will fail the assignment, you may fail the course, you may be denied the opportunity to repeat the course, your admittance into the Teacher Education Program may be denied, your standing in the College of Education, Health and Human Development may be in jeopardy, and your offense may be referred to the Dean of Students. For a description of MSU's Student Conduct Code with regard to academic dishonesty, consult [www2.montana.edu/policy/student\\_conduct/cg600.html](http://www2.montana.edu/policy/student_conduct/cg600.html).

**Student Teaching & Certification:** [www.montana.edu/ehhd/fpcert](http://www.montana.edu/ehhd/fpcert)

**Guidelines for Assignments:**

Throughout the semester you will be asked to complete a variety of written assignments. All assignments are due on the day listed in the syllabus. Late papers or missed assignments will result in the drop of one grade. This must be turned in within one week of assignment due date. You are encouraged to meet with me during the semester to review your work. If any circumstances should arise affecting your ability to meet the requirements of this course, please inform me of them as soon as possible so that we can make the appropriate accommodations. If you receive a grade you are not happy with on a written assignment, you may take the feedback provided into consideration and rewrite the paper. You must rewrite an assignment if you receive a **Rewrite**. All Rewrites are due the next meeting day after the day the paper is returned to you. Be sure to hand in former drafts (including my comments) with all rewrites. Your final grade for the paper will be the average of the grades earned. Papers must meet the following criteria:

- \* **Your name, course # and section, assignment, and date should be in the upper right hand corner of the first page of your assignment. No cover sheet should be attached.**
- \* **Must have been spell-checked, edited, and proof-read for errors in punctuation, grammar, meaning, etc.**
- \* **Your ideas should be presented clearly and coherently and your logic should be sound.**
- \* **Your paper should exhibit your familiarity with and understanding of the assigned readings.**
- \* **Use of the American Psychological Association (APA) style guidelines is required for all formal written assignments.**

**TENTATIVE ASSIGNMENTS AND SCHEDULE OF CLASSES**

**Assignments (260 total points):** All assignments will be described in detail before they are due.

1. **55 points – Product/Performance Assessment (due Wednesday, October 14<sup>th</sup>)** – Develop a product or performance assessment. See packet.  
SCORE \_\_\_\_\_
2. **35 points – Rubric Development (due Wednesday, October 21<sup>st</sup>)** - Develop a rubric related to your product or performance assessment. See packet.  
SCORE \_\_\_\_\_
3. **40 points – Midterm (Wednesday, October 28<sup>th</sup>)** – The midterm is based on knowledge gained at this point in the course...questions will include material from both the text and class discussions (objectives).  
SCORE \_\_\_\_\_
4. **35 points – Test Development (due Wednesday, November 11<sup>th</sup>)** – After learning about types of test questions, you will develop a test related to the information from our text. The use of **true/false, matching, multiple-choice, fill-in-the-blank/short answer**, and **essay** type questions are required. See packet.  
SCORE \_\_\_\_\_
5. **20 points – Grading System (due Wednesday, December 9<sup>th</sup>)** – You will develop a grading system that you would currently consider utilizing in your classroom. See packet.  
SCORE \_\_\_\_\_
6. **15 points – Electronic Portfolio Entry (due Any time throughout the semester)**– You are going to be adding to your electronic portfolio in INTASC standard #8, Assessment. See packet.  
SCORE \_\_\_\_\_
7. **60 points – Final Test (finals week)** – The final test is a test that covers material presented since the midterm from both the text and classroom discussions.  
SCORE \_\_\_\_\_

**Total Score** \_\_\_\_\_/260

**Grading will be based on the following scale:**

|    |          |             |
|----|----------|-------------|
| A  | 100-93%, | 260 – 241   |
| A- | 92-91%,  | 240 – 236   |
| B+ | 90-89%,  | 235 – 231   |
| B  | 88-83%,  | 230 – 215   |
| B- | 82-81%,  | 214 – 210   |
| C+ | 80-79%   | 209 – 205   |
| C  | 78-73%,  | 204 – 189   |
| C- | 72-71%,  | 188 – 184   |
| D+ | 70-69%,  | 183 – 179   |
| D  | 68-63%   | 178 – 163   |
| F  | 59-0%    | 162 - below |

**CALENDAR:** Subject to change

**Week 1 (August 31 and September 2)**

**Topics:** Introductions, Syllabus, Differentiated Instruction, Learner Profiles

**Readings:** Library Reserve, Chapters 1 and 2

**Assignments:** Buy the textbook and packet, Complete Learner Profile tests from Packet

**Week 2 (September 7, no class and/or September 9)**

**Topic:** Differentiated Instruction and Learner Profiles Cont., Readiness

**Readings:** Library Reserve, Chapters 1 and 2

**Assignments:**

**Week 3 (September 14 and/or September 16)** Last day to drop course using MyInfo (Monday, Sept. 14)

**Topic:** NCLB, Assessment, Evaluation, Testing

**Readings:** Text Chapter 1, packet information

**Assignments:**

**Week 4 (September 21 and/or September 23)** Last day to drop course without a grade (Monday, Sept. 21)

**Topics:** Backward Design

**Readings:** Text chapter 5, packet

**Assignments:**

**Week 5 (September 28 and/or September 30)**

**Topics:** Formative Assessments (Assessment for Learning), Classroom Assessment Techniques (CATS)

**Readings:** Text pages 271-276, packet

**Assignments:**

**Week 6 (October 5 and/or October 7)**

**Topic:** Summative Assessments, Portfolios, Products, and Performance Assessments

**Readings:** Chapters 8 and 9, Packet

**Assignments:**

**Week 7 (October 12 and/or October 14)**

**Topics:** Summative Assessments cont...Rubrics

**Readings:** Text Chapter 8 pages 183-190

**Assignments:** Product/Performance Assignment due **Wednesday, October 14<sup>th</sup>**

**Week 8 (October 19 and/or October 21)**

**Topics:** Rubrics, Rating Scales and Checklists

**Readings:** packet

**Assignments:** Rubric Development Assignment due **Wednesday, October 21<sup>st</sup>**

**Week 9 (October 26 and/or October 28)**

**Topics:** Providing Feedback and Midterm

**Readings:** Packet, test review

**Assignments:** **Midterm is Wednesday, October 28<sup>th</sup>**

**Week 10 (November 2 and/or November 4)**

**Topics:** Test Development

**Readings:** Text Chapters 6 and 7, Packet

**Assignments:** Complete Franzipanic Quiz from Packet

**Week 11 (November 9 and/or November 11, no class)**

**Topics:** Parent Teacher Conferences/Student Led Conferences

**Readings:** Packet

**Assignments:**

**Week 12 (November 16 and/or November 18)** Last day to drop class with “W” is November 20

**Topics:** Communicating Assessment Results, Standardized Tests

**Readings:** Packet, Text Chapter 13

**Assignments:** Test Development Assignment due Wednesday, November 18<sup>th</sup>

**Week 13 (November 23 and/or November 25, no class)**

**Topics:** Standardized Tests, Test Preparation Practices

**Readings:** Text Chapters 13 and 14

**Assignments:**

**Week 14 (November 30 and/or December 2)**

**Topics:** Grading and Utilizing a Grading/Evaluation tool

**Readings:** Text Chapter 15, pp. 345-353, Packet

**Assignments:**

**Week 15 (December 7 and/or December 9)**

**Topics:** Assessment for Students with Special Needs, RTI (Response to Intervention), Course Evaluations

**Readings:** Handouts, Website <http://www.pbs.org/wgbh/misunderstoodminds/>

**Assignments:** Grading System due Wed. December 9<sup>th</sup>

**Final Exams**

Section 01, Wednesday December 16, 8-9:50 am

Section 02, Thursday, December 17, 6-7:50 pm

Section 03, Friday, December 18, 8-9:50 am