

EDCI 504 Assessment and Evaluation in Education
Fall Semester 2009, 3 credits

Montana State University
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Description: EDCI 504 ASSESSMENT AND EVALUATION IN EDUCATION

F 3 cr. LEC 3

PREREQUISITE: Graduate standing.

-- Evaluation as an ongoing process in education. This course will engage students in a discussion regarding the construction, selection and use of formative, summative, criterion-referenced, norm-referenced, and alternative assessment methods. In addition, students will be involved in special projects which allow them to explore evaluation at the classroom, program, and/or institutional levels.

REQUIRED TEXT/Materials:

1. Stiggins, R., Arter, J., Chappuis, J., and Chappuis, S. (2007). Classroom Assessment *for* Student Learning: Doing It Right – Using It Well. Upper Saddle River, NJ: Merrill Prentice Hall. ISBN-13: 0-13-513416-0
2. Learning Targets are discussed throughout the text and this course. Please have available the district or state standards, learning targets or goals or benchmarks for your specific content area/s. If you are working in Montana, also find the Essential Understandings for Indian Education for All on the OPI website.
3. Included in your text is a CD which contains documents that we will use in this course. We won't utilize every handout but the following should be copied and available to you throughout the next eight weeks:
 - Ch. 1, Confidence Questionnaire
 - Chapter 2, Determining Where I Am Now, Assessment *for* and *of* Learning: Selected Key Differences, Assessments to Evaluate, Assessment Quality Rubrics
 - Ch. 3, Deconstructing Standards Worksheet
 - Ch. 4, Target – Method Match Chart
 - Ch. 5, Fransipatics Answers
 - Ch. 7, Performance Task Rubric Plan
 - Ch. 9, Auditing for Balance
 - Ch. 12, Experience with Conferences
 - Ch. 13, Standardized Test Inventory, Measurement-ese Answers
4. Copy this syllabus.
5. Computer or Television on which to play the included (textbook) DVD

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

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

- 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

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.

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.

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

COURSE OBJECTIVES:

Upon completion of this course students will:

- Differentiate between assessment *for* learning and assessment *of* learning.
- Analyze the keys to quality assessment.
- Determine quality assessment methods.
- Compare four assessment methods; selected response, extended written response, performance, and personal communication.
- Evaluate strategies for communicating assessment results.
- Analyze personal and textbook grading practices.
- Examine the use of portfolios when communicating assessment results.
- Discover the importance of student conferences in the assessment process.
- Become familiar with the content area standards specific to their teaching discipline.
- Inquire about the use of standards in local school districts.
- Identify and give examples of a variety of assessment tools required to meet the needs of the diverse learners they currently teach or will teach.

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 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.

GRADES

Discussions (10 points per week): Each week you are required to respond at least **once** to the readings or the discussion/deep understanding questions. You must also take the time to read what others have posted. When you respond to someone's discussion posting, offer something insightful other than, "Yes, I agree with you," tell us why you agree with that person. Respond at least **four** times to others' postings and questions. Please do this during the week and not just on weekends, as others would like to participate throughout the week.

You will self evaluate your postings and discussions weekly. Discussion self evaluations and the points for this will be recorded under the **Quiz** tab. Each week after you have completed the discussion requirements for any given topic, take the Discussion Self-Evaluation quiz worth 10 points. This process eliminates any miscalculations on my part and is a good evaluation tool.

I close postings and discussions from the week prior on Saturday evening or Sunday morning. This means you are to be on top of readings the week in which they are

assigned. Discussions/Deepen Understandings (described on page 5 of this syllabus) are a time for the sharing of thoughts and ideas and answering questions others may have regarding the readings and assignments. I encourage consideration when your views may be a different from others in the course.

When given questions for your postings and discussions (Deepen Understanding), feel free to answer whichever questions interest you the most. You do not need to address each individual question.

Discussions:

8 weeks x 10 points per week

= **80** points

Guidelines for Written Assignments (10 points per assignment):

All written assignments are due on the day listed in the syllabus. Late papers will result in reduced credit of one grade. 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. Throughout the course you will be asked to complete a variety of written assignments. 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 within the week the paper is returned to you. Papers must meet the following criteria:

- * *Assignments must be typewritten and handed in on the due date.*
- * *All assignments must use APA manuscript style when referencing and citing outside sources. Internet resources for APA manuscript style for professional papers: <http://www.uwsp.edu/psych/apa4b.htm> and <http://www.apastyle.org/faqs.html> or use any others (manual).*
- * *Utilize a title page for each assignment... APA manuscript style.*
- * *They must have been spell-checked, edited, and proof-read for errors in punctuation, grammar, meaning, etc.*
- * *Your paper should exhibit your familiarity with and understanding of the assigned readings and appropriate responses related to your current teaching practices.*
- * *When answering questions answer in complete sentences restating the question in your answers. All papers should be presented in paragraph form. If you are asked three questions, utilize paragraphs, not a number one and so forth.*
- * *Papers should answer the questions or address the situations; therefore, I am not assigning a certain number of pages per assignment, as all of you will have different responses. Scoring each assignment will be based the following criteria.*

Grading Criteria for Each Assignment

Grade	Criteria
A	9-10 pts. The assignment was of high quality, well written, thoughtful and well organized, and showed authentic comprehension and original insights, connecting the topic to the student's own experiences. The student showed an advanced performance on all criteria of the assignment. APA style was utilized correctly.
B	8 pts. The assignment made clear and insightful connections between the readings, the class discussions, and the student's own ongoing teaching experiences (if teaching). The student showed a proficient performance on the assignment. One particular criterion was not addressed. APA style was mostly correct.
C	7 pts. The assignment was somewhat well written, thoughtful, and covered most of what was required as the assignment. Some connections were made between the readings and the class discussions. The students showed a partially proficient performance on the assignment. Two particular criteria were not addressed. APA style was utilized, but not correctly.
D	6 pts. The assignment was not clearly written or thoughtful. It covered very few elements of the assignment, and showed little evidence of understanding the readings. The student showed a novice performance on the assignment. Most criteria were not addressed. APA style was not used.
F	0-5 pts. The assignment was not clearly written and it showed no connections between the readings and our class discussions. The assignment was late and of quality below graduate level work. The criteria were not addressed. APA style was not used.

GRADING (these are recorded under the Grades in D2L)

Assignments:

Weekly Discussions: 80 points	_____
Week/Topic #2 Assessment Critique: 10 points	_____
Week/Topic #3 Test Analysis: 10 points	_____
Week/Topic #4 Extended Written Assignment: 10 points	_____
Week/Topic #5 Rubric/Performance Task: 10 points	_____
Week/Topic #6 Grading Practices: 10 points	_____
Week/Topic #7 Portfolio: 10 points	_____
Week/Topic #8 Research: 10 points	_____

Total points possible **= 150**

Grading will be based on the following scale:

A	100-93%,	150 – 139
A-	92-91%,	138 – 136
B+	90-89%,	135 – 133
B	88-83%,	132 – 124
B-	82-81%,	123 – 121
C+	80-79%	120 – 118
C	78-73%,	117 – 109
C-	72-71%,	108 – 106
D+	70-69%,	105 – 103
D	68-63%	102 – 94
D-	62-61%	93 – 91
F	60%	90 and below

Weekly Schedule:

This course runs for 8 weeks. Because this is a condensed class, you are asked to read and perform at an increased rate. Unfortunately, we will be covering some material too quickly, but please hang in there, you will learn a lot. Each week you will have a similar schedule with similar tasks to perform. Utilizing the Stiggins (et. al.) text will help us with those tasks. The text is the basis for this course. There are five (5) tasks you will be asked to perform during each one-week time frame; although, there will be some weeks where you won't have to carry out each:

1. **Readings**...Each week you will be required to read one or two chapters from the text. I recommend reading through each week's tasks and concentrating on the reading that corresponds. I recommend this as some chapters can get somewhat lengthy.
2. **Deepen Understandings**...One of the weekly requirements of this course is to share in discussions. The text includes items called "deepen understandings" which are questions for discussion with your learning team (described in chapter 1). Some weeks you have several discussions you could respond to; initially, address items of most interest to you. You don't have to post discussions for all Deepen Understandings. You can also respond and ask questions of your learning team as topics come up related to the readings. The DVD included in the text is utilized with Deepen Understanding components of various chapters.
3. **Try This...Assignments** utilizing your own classroom or examples from our textbook CD are listed as Try This in your textbook. Each of these assignments is explained in great detail in the text. These will be downloaded in the Drop Box tab prior to the due date and time.
4. **DVD Clips**...are to gain deeper understandings in the areas presented in the text. Most will go along with deepen understanding discussion items and range from 3 to 17 minutes.
5. **Reflect on Learning**...Included in your textbook is a CD with printable forms that will be used for discussion starters in your learning team or as a thought provoker for yourself. I highly encourage you to utilize the forms even though they will be utilized mostly for assessments *for* learning, not to be graded.

WEEKLY COURSE TOPICS, DISCUSSIONS AND ASSIGNMENTS

PART 1 PRINCIPLES OF ASSESSMENT *for LEARNING AND ASSESSMENT QUALITY* (weeks 1 and 2)

Week/Topic #1 (August 31 – September 5)

Topic: Classroom Assessment, An Introduction

Readings: Chapter 1

Discussion/Deepen Understanding: 1.1, 1.2, 1.3, 1.4, 1.5

Try This/Assignment: No assignment due in week one

DVD: Program Introduction (10:38), Interview with Emily (6:29)

Reflect on Learning: 1.7 (CD, Chapter 1; Confidence Questionnaire)

Week/Topic #2 (September 6 – September 12)

Topics: Assessment *for* And *of* Learning and Assess What? Clear Targets

Readings: Text Chapters 2 and 3

Deepen Understanding: 2.1, 2.2, 3.3, (3.5, 3.7, 3.8 do individually with own standards or learning targets) *3.9

Try This/Assignment(10 points): Read Activity 2.3. Choose a class or district required assessment to analyze. Follow the directions carefully in steps 1, 3 and 4 especially. Then write a critique of the assessment you analyzed. Please include a copy of the district assessment or a description at the beginning of the assignment. This will be an assignment to be completed individually, not as a team. You can still share you critiques with your group as described in the assignment. If you not are currently in a school district, choose one from “Assessments to Evaluate” on the CD. An example of a critique can be seen on the CD in the file “Assessment Critiques.”

Assignment is **due Saturday, 5:00 pm, September 12** to assignment drop box.

DVD: Assessment *OF/FOR* Learning (10:17min:sec)

Reflect on Learning: 2.5 (CD, Chapter 2, Determining Where I Am Now)

PART 2 ASSESSMENT METHODS (weeks 3, 4 and 5)

Week/Topic #3 (September 13 – September 19)

Topic: Assess How? Designing Assessments to do What You Want

Readings: Text Chapter 4

Deepen Understanding: 4.1, 4.2

Try This/Assignments(10 points): Read Activity 4.4. Please include a copy of or a brief description of the test you are analyzing prior to addressing the questions. If you are not currently in a school district choose an assignment you will use or have developed for another class or school district. As we progress in this course, be thinking about both assessments *for* and *of* learning. As a final brief paragraph on this assignment, include an explanation of formative assessments that will help your students prepare for the information covered on the test you analyzed. Please share your analysis with your discussion group.

Assignment is **due Saturday, 5:00 pm, September 19** to assignment drop box.

DVD: None

Reflect on Learning: None

Week/Topic #4 (September 20 – September 26)

Topics: Selected Response and Extended Written Response Assessments

Readings: *Text Chapters 5 and 6*

Deepen Understanding: *Try This, 5.5 (CD, Franzipanics Answers), 6.5, also see assignments as part of this week’s discussion (providing feedback to students in group).*

Try This/Assignments(10 points): Read Activity 6.7. After writing out activity 6.7, share the extended written assignment with your learning team to get feedback. Include the feedback on your assignment and then include the final revision as suggested from your group. As a final brief paragraph on this assignment, include an explanation of formative assessments that will help your students prepare for the extended written response assessment.

Assignment is **due Saturday, 5:00 pm, September 26** to assignment drop box.

DVD: *None*

Reflect on Learning: None

Week/Topic #5 (September 27 – October 3)

Topics: Performance and Personal Communication as Assessments

Readings: *Text Chapters 7 and 8*

Deepen Understanding: *7.7, Discuss the DVD segment “Personal Communication,” 8.2*

Try This/Assignments(10 points): This assignment is a combination of several “try this” activities. Begin with one and move on to the next...7.1, 7.2, 7.3, and 7.5. The “performance task plan” copied from the CD should help you organize 7.5. As a final brief paragraph on this assignment, include an explanation of formative assessments that will help your students prepare for the performance assessment.

Again, share your assignment ideas with your learning team to get/give feedback. Then, make any changes as suggested before turning in your assignments.

Assignment is **due Saturday, 5:00 pm, October 3** to assignment drop box.

DVD: *Teachers on Rubrics (7:33), Personal Communication (10:33)*

Reflect on Learning: None

PART 3 COMMUNICATING ASSESSMENT RESULTS (weeks 6, 7 and 8)

Week/Topic #6 (October 4 – October 10)

Topics: Communicating About Student learning and Assessment of Learning: Report Cards

Readings: *Text Chapters 9 and 10*

Deepen Understanding: *9.1, 9.2 (CD Auditing for Balance), 9.3, 9.4, *10.1, *10.2, *10.3, 10.5*

Try This/Assignments (10 points): For this assignment, you have the option of analyzing your own grading practices, 10.8 (if you are currently teaching) or that of another, 10.9 (if you are not currently teaching). Because you have many options for discussion this week, you don’t have to share this information with your learning teams. If you choose assignment 10.9 please use the rubric in Table 10.5 for feedback to this person.

Assignment is **due Saturday, 5:00 pm, October 10** to the assignment drop box.

*DVD: If you have time to view Record Keeping (7:38), please do.
Reflect on Learning: 10.6*

Week/Topic #7 (October 11 – October 17)

Topics: Portfolios and Conferences About and With Students

Readings: Text Chapters 11 and 12

Deepen Understanding: 11.1, 11.3, 12.1,

Try This/Assignments(10 points): There is not a specific “Try This” activity that you will be assigned for this week, but you will develop a portfolio utilizing **Figure 11.2 Portfolio Decision Flow** on page 338. After reading chapters 11 and 12 design or redesign a portfolio that you can use for your classroom. For this assignment address each number on figure 11.2. On this assignment feel free to number each section if needed. Utilize question #2 to describe the subject area and content in detail, along with the learning targets.

Assignment is **due Saturday, 5:00 pm, October 17** to the assignment drop box.

DVD: Student Involved Portfolio Conference (17:29)

Reflect on Learning: None

Week/Topic #8 (October 18 – October 24)

Topics: Practical Help with Standardized Tests

Readings: Text Chapter 13

Deepen Understanding: 13.1, 13.2, 13.3, and 13.7, look over 13.4, 13.5, this is also a great time to share any articles you found to be of benefit to your teaching.

Try This/Assignment (10 points): At this point we have examined several items pertaining to assessment. For your final assignment, you are to find a journal article regarding one of the topics covered in class.

To find a journal article, you can utilize the MSU library website or any other source available. To utilize the MSU site try the following steps: 1) MSU homepage 2) Libraries 3) Articles (indexes/databases) 4) Education 5) ERIC is a good place to start. A forewarning, if you are not very specific you will find many articles.

When writing up your findings you will first reference your document in APA style. Next, write an abstract/summary of the journal article. Finally, you will write a brief paragraph describing how this topic/issue relates to you as an elementary, middle or secondary educator connecting ideas from this course to the article. This final week is also a good time to review the two questionnaires you took during the first two weeks of class, Confidence Questionnaire and Determining Where I Am Now.

Assignment is **due Saturday, 5:00 pm, October 24** to the assignment drop box.

DVD: Discuss Ethical Test Preparation (7:25)

Reflect on Learning: 13.8