

# Classroom Assessment Loyola University Chicago



**Fall MMXI CIEP 364**

**Syllabus** CIEP 364-001 Th 8:30 – 10:30 CMUN 014

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## Required Instructional Material

Stiggins, R. et.al.(2012). *An Introduction to Student Involved Assessment For Learning 6<sup>th</sup> edition* Pearson ISBN 978-0-13-256383

Required supplemental readings will be posted on Blackboard by the professor

- Bloom B. (1984) The 2 Sigma Problem: The Search for Methods of Group Instruction as Effective as One-to-One Tutoring, *Educational Leadership*, 13(6), pp 4- 16
- Stiggins, R.(2007) Assessment Through the Student's Eyes, *Educational Leadership*, May2007, 64(8), p22-26, 5p;
- Popham, J. (1997). What's Wrong – and What's Right – with Rubrics. *Educational Leadership*, 55(2), 72-75.
- McColskey, W. & McMunn, N. (2000) Strategies for Dealing with High-Stakes Testing.
- Wiggins, G. (1994). Toward Better Report Cards. *Educational Leadership*, 52(2), 28-37.

The following web sites are resources for Response to Intervention (RtI) discussion and assignment

<http://www.rti4success.org/>

<http://www.rtinetwork.org/>

<http://www.pbis.org/default.aspx>

## Optional Texts

Wiggins, G. & McTighe, J. (2005). *Understanding by Design*. Alexandria, VA: Association for Supervision & Curriculum Development.

Marzano, R. (2005). *Classroom Assessment & Grading That Work*. Alexandria, VA: Association for Supervision & Curriculum Development.

## Course Description

This course intends to build a deep understanding of the role of assessment in the secondary schools of today. Using assessment to evaluate student learning and as an effective teaching tool will be studied in the context of NCLB, Response to Intervention (RtI), State testing and classroom assessment. Candidates will develop, evaluate and interpret a variety of assessment methods that provide an accurate picture of student achievement.

## Course Objectives

Preservice teachers who successfully complete this course will:

- Be able to differentiate between sound and unsound assessments
- Understand how to use assessment to maximize student achievement
- Develop and use high quality assessments.
- Understand the link between assessment, motivation and achievement
- Analyze data to assess student, class and school achievement and use that knowledge to guide educational decisions
- Have a functional knowledge of Response to Intervention (RtI) and propose implementations strategies in secondary schools.
- Connect national, state, and district standards to assessments

## *Tentative Schedule of Discussion Topics*

(Assignments will be announced weekly in class and posted on Blackboard)

Class date	Topics or Issues	Readings Assigned	Assignments Given	Major Assignments due
September 1	<ul style="list-style-type: none"> <li>• Introduction of assessment</li> <li>• Mathematics of assessment</li> <li>• RtI</li> </ul>	<ul style="list-style-type: none"> <li>• Bloom article</li> <li>• RtI articles</li> <li>• Chapter 1 *</li> <li>• Stiggins article</li> </ul>	<ul style="list-style-type: none"> <li>• 2-sigma questions</li> <li>• RtI Plan **</li> </ul>	
September 8	<ul style="list-style-type: none"> <li>• RtI continued</li> <li>• Assessment and motivation</li> <li>• Assessment quality</li> </ul>	<ul style="list-style-type: none"> <li>• RtI Articles</li> <li>• Chapter 2, 3</li> </ul>	<ul style="list-style-type: none"> <li>• Confidence Questionnaire **</li> </ul>	<ul style="list-style-type: none"> <li>• 2-sigma questions</li> </ul>
September 15	<ul style="list-style-type: none"> <li>• Assessment for and of learning</li> <li>• Objectives and assessment</li> <li>• Assessing a Unit of study</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 4,5,</li> </ul>	<ul style="list-style-type: none"> <li>• Activity 2.3 P47 **</li> </ul>	<ul style="list-style-type: none"> <li>• RtI Plan</li> </ul>
September 22	<ul style="list-style-type: none"> <li>• Assessment methods</li> <li>• Impact Project</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 6</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment Construction**</li> </ul>	<ul style="list-style-type: none"> <li>• Activity 2.3 P47</li> </ul>
September 29	<ul style="list-style-type: none"> <li>• Assessment methods</li> <li>• Performance assessments and communication</li> </ul>	<ul style="list-style-type: none"> <li>• Chapters 7,8</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment construction**</li> </ul>	<ul style="list-style-type: none"> <li>• TBA</li> </ul>

October 6	• <b>Mid Term Exam</b>	• Chapters 9,10	• Assessment construction**	• TBA
October 13	• No Class Dr B will be Presenting at Rtl Conference in Salt Lake City: Not on Campus			
October 20	• Clinicals		• Clinical Assessment Log	
October 27	• Clinicals		• Clinical Assessment Log	
November 3	• Clinicals • Dr. B will be presenting at AEA Conference in Anaheim: Not on campus		• Clinical Assessment Log	
November 10	• Clinicals	• Popham article	• Clinical Assessment Log	
November 17	• Clinicals			• Clinical Assessment Log
December 1 (November 24 is Thanksgiving Break)	• Communication of results • Portfolios Analysis of assessment data		• Analysis of Electronic report card data **	
December 8	• Analysis of assessment data • Standardized testing	McColskey Article	• Analysis of EPAS data to guide instruction **	• TBA
Final Exam Week	Portfolio Presentation			

\* Chapter assignments are from the Stiggins Book

\*\* Portfolio Item

This schedule is subject to change

## **Course Policy**

### **Academic Honesty**

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

[http://www.luc.edu/education/academics\\_policies\\_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics\\_policies\\_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

### **Accessibility**

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

### **Harassment (Bias Reporting)**

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

## **Conceptual Framework**

The School of Education at Loyola University Chicago supports the Jesuit ideal of knowledge in the service of humanity and the advancement of social justice. In fact the conceptual framework of the School of Education is "Professionalism in Service of Social Justice." CIEP 364 emphasizes the importance of ethical teacher behavior, equitable student access to a quality education, and strong support for the success of all. It is through a unique bond between instructor and learner that enables schools to leave no child behind and realize social justice.

## **Diversity**

Loyola University Chicago strives to partner with schools and community agencies in the Chicago area. This provides students with the opportunity to embrace the challenges and benefits of diversity that enhance the environment for learning. In CIEP 364, students will study and discuss important social structures that may affect students' prior knowledge and attitudes.

### **Technology**

Technology plays a vital role in assessment. Students will use technology to:

- Gather, manipulate, analyze and present data
- Research current best practice in assessment
- Create formative and summative assessments

### **Professional Standards**

Illinois Professional Teaching Standard 8, Assessment, guides the particular content of this course: *“The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.”*

#### **Knowledge Indicator: *The competent teacher***

- 8A. Understands assessment as a means of evaluating how students learn, what they know and are able to do in meeting the Illinois Academic Standards, and what kinds of experiences will support their further growth and development.
- 8B. Understands the purposes, characteristics and limitations of different kinds of assessments.
- 8C. Understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring.
- 8D. Understands how to use the results of assessment to reflect on and modify teaching.
- 8E. Understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction.
- 8F. Knows legal provisions, regulations, and guidelines regarding assessment (and inclusion in statewide assessments) of individuals with disabilities.
- 8G. Knows methods for monitoring progress of individuals with disabilities.
- 8H. Knows strategies that consider the influence of diversity and disability on assessment, eligibility, programming, and placement of students with disabilities.

#### **Performance Indicators: *The competent teacher***

- 8I. Uses assessment results to diagnose student learning needs, align and modify instruction, and design teaching strategies.
- 8J. Appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of the individual student and the class as a whole.
- 8K. Involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning.
- 8L. Maintains useful and accurate records of student work and performance and communicates student progress knowledgeably and responsibly to students, parents and colleagues.
- 8M. Uses appropriate technologies to monitor and assess student progress.
- 8N. Collaborates with families and other professionals involved in the assessment of individuals with disabilities.
- 8O. Uses various types of assessment procedures appropriately, including the adaptation of procedures for individual students in specific contexts.
- 8P. Uses technology appropriately in conducting assessments and interpreting results.

8Q. Uses assessment strategies and devices which are nondiscriminatory and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students.

## Course Requirements

**1. Attendance:** Your attendance is critical to your success in this class. Absences should be for extreme circumstances only. Inform the professor of such circumstance.

**2. Assignments:** There will be homework, papers, tests and a final portfolio. All written work should be handed in (hard copy or electronic) on the due date. **Late assignments are penalized 50% . An assignment is considered late if it is not submitted by the end of the class session on the due date.** Exceptions to this policy are rare and are for extreme cases supported by documentation such as a doctor's note.

- An **Assessment Growth Portfolio** (150 pts) will be an ongoing project in this course and submitted as a final project in lieu of a final exam. The purpose of the portfolio is to:

- Use RtI as an organizational structure for multiple types of assessment
- Track your progress toward assessment competence
- Reflect on assessment knowledge
- Provide a resource for your Professional Portfolio and teaching

Artifacts for the portfolio are indicated with a double asterisk on the calendar.

Each artifact will be accompanied with a self-reflection that addresses the following three prompts:

- What did I learn from the exercise?
- Identify a connection you can make with previous knowledge
- What question did this exercise generate for me?

Use the "*Portfolio Entry Coversheet*" for each entry (posted on Blackboard)

- Activities/ assignments (7 to 25 pts @)  
Candidates are expected to complete a variety of activities such as responding to article prompts, designing assessments, article reviews, web research, etc
- Clinical Assessment Log (60 pts)  
Candidates will be maintain a log of classroom assessment observed during their clinical experiences. These reflections will include observations regarding teacher-made, standardized testing, test preparation procedures, and grading.
- Midterm Exam (120 pts)
- A passing grade in Clinicals is necessary for a passing grade in this course

Point values are subject to change

- **3. Clinicals:** This course includes a required clinical component of 4 weeks. Teacher candidates will be in attendance in Chicago public or private high schools Monday through Thursday beginning October 19<sup>th</sup> and ending November

11<sup>th</sup>, 2010. Students are expected to be present in the morning before the beginning of first period, until approximately twelve noon or for at least four class periods depending on the mentor teacher's schedule. Some students may be able to participate in five periods a day. Please be sensitive to all bell schedules. Successful completion of clinicals, as judged by the Loyola Faculty Supervisor, using the Secondary Block Evaluation Form and the Loyola Assessment of Capacity for Professional Education, is required to continue in the teacher preparation program. Teacher candidates will receive a Pass/Fail for the clinical component. Failure is typically a consequences for:

- not attending clinicals
- not conducting themselves in a professional manner, or
- not completing the related coursework.

In addition you will have a specific assignment for this course that can only be completed during the clinical experience. These assignments account for 60 points or approximately 12% of the course grade.

**4. Participation and Responsibility:** Participation is more than talking in class. Participation means allowing one self to become engaged in the learning process. The following are examples of good class participation

- Contribute interesting insightful comments
- Presenting good examples of the comments on hand
- Raising good questions
- Listening and responding appropriately to others comments
- Being sensitive to your level of participation, making attempts to increase or decrease it if necessary
- Arriving on time for class

(Source: RE550 syllabus, Iowa State University)

#### **Grade Assignment**

- A 93-100%
- B 92-85%
- C 84-78%
- D 77-70%
- F 69-0%

Plusses and minuses are the percentage points at the top and bottom of the grade ranges