

## CIEP 425: Classroom Assessment

Loyola University  
School of Education  
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**Office hours:** By appointment  
**Class Time:** Tuesday 11:30 AM – 2:00 PM

**Location:** Corboy Law Center, Room 525

**Required Text:**

McMillan, James. (2007). *Classroom Assessment Principles and Practice for Effective Instruction*. Boston: Pearson. Fourth Edition [ISBN: 0205485847]

### COURSE OVERVIEW

As teachers, we know that tests and assessments are important tools of instruction. As with all tools, they can both help and harm. On one hand, when they are used well and effectively, they both *evaluate* and *enhance* student learning and instruction. On the other hand, when they are poorly constructed and badly used, they can confuse students, distort the curriculum, and impede good instruction.

Within the past twenty years, educational testing has become a national issue, and passage of George W. Bush's *No Child Left Behind* has driven it even further into the public eye. Currently, tests at the district, state, or national level seek to hold schools accountable for the quality of their instruction. These reforms have historically proven controversial.

In light of new knowledge about learning and the processes of instruction, many educators are rethinking the purposes and methods of assessment. They are asking important questions about assessment, such as: What are we assessing? What do we want to learn? What shall we do with what we learn? Increasingly, research shows that good curriculum, good instruction, and good assessment are intrinsically related. Accordingly, the teaching profession has adopted standards for teacher competence in educational assessment that are based on The Standards for Teacher Competence in the Educational Assessment of Students (AFT/NCME/NEA), and this course aims at meeting those standards:

Students will be able to:

1. Choose assessment methods appropriate for instructional decisions.
2. Develop assessment methods appropriate for instructional decisions.

**\* List the corresponding goals, objectives and learning targets on this assignment.**

3. Administer, score, and interpret the results of both externally produced and teacher-produced assessment methods.
4. Use assessment results when making decisions about individual students, planning teaching, developing curriculum, and school improvement.
5. Develop valid grading procedures that use student assessments.
6. Communicate assessment results to students, parents, and other lay audiences, and other educators.

It will achieve these standards by exploring the following general content areas:

- **Public debate over tests and assessments**
- **Relation of assessment to instruction**
- **Purposes and forms of classroom assessment**
- **Process of planning a classroom assessment**
- **Advantages and limitations of different kinds of item types (for example, multiple choice, true/false, and so on)**
- **Strategies for constructing good test items**
- **Administering classroom assessments**
- **Evaluating, learning from, and improving classroom assessments**
- **Using and interpreting standardized tests and scores**

My aim is that, by the time you leave this course, you will be able to demonstrate intellectual skills in several areas of educational testing and assessment. The course will not give you a one-size-fits-all formula for creating assessments. Rather, it seeks to develop good principles of assessment that you, as a knowledgeable and reflective practitioner, can apply with good judgment in your classroom and your practice.

### **The School of Education's Conceptual Framework**

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area. The Classroom Assessment course is instrumental in preparing professionals to support student learning in an ethical and effective manner.

### **Diversity**

This course supports the School of Education's conceptual framework in preparing teachers in service for social justice by engaging students in reflective exercises, class discussions, and field experiences that allow them to bridge theory and practice as it relates to teaching and learning in diverse urban communities.

### **Technology**

\* **List the corresponding goals, objectives and learning targets on this assignment.**

Students will use technology for a variety of purposes in this course. Students will access information from Blackboard in order to complete assignments. Students will also use internet-based resources to access readings, conduct research, and develop curriculum. These activities are designed to enhance students' ability to use technology as a teaching and learning tool.

### **Important University Policies and Information**

#### **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/>

**\* List the corresponding goals, objectives and learning targets on this assignment.**

**EXPECTATIONS AND REQUIREMENTS**

Students are enrolled in this course because they are professionals who want to learn. Accordingly, students are expected to attend all class sessions and be ready to participate in learning. Participation is more than presence. It means that students read all materials and come to class ready to share comments and questions based on previous class discussions, readings, and personal experiences and observations. As professionals, students demonstrate academic honesty—that is, the work of others must be properly cited. Plagiarism will simply not be tolerated.

**\* List the corresponding goals, objectives and learning targets on this assignment.**

## GRADES

Turning in assignments is not sufficient to obtain a passing grade. Content and quality of the work, as well as its timely completion, will be considered when assigning grades. Late assignments will result in a lower letter grade. Letter grades will be assigned as follows:

A = 100 to 93 percent

A- = 92 to 90 percent

B+ = 89 to 88 percent

B = 87 to 83 percent

B- = 82 to 80 percent

C+ = 79 to 77 percent

C = 76 to 70

D = 70 to 65 percent

F = 64 and below

### Grades will be assigned based on the following:

**Class participation (10%)** Class members will be evaluated for participation for the full class period. Tardiness will be reflected in the participant's overall evaluation. Participation will be on a point system - 3 points per class day. Class participation is a substantial part of the final grade. Participation will be based on preparation and involvement in class discussions, peer assessment, quality of knowledge-based responses, and on-task academic behaviors. Class participation points will be deducted for inappropriate behaviors, such as: conducting non-related affairs during class time, inappropriate discussions, holding side conversations while others are presenting or talking.

**Curriculum Unit Description (15%)** Detailed description of the unit, goals, objectives, targets, lessons, and outline.

**Midterm Exam (10%)** The midterm is an examination of the textbook content that has been assigned. The exam will be multiple-choice and based on the content in the McMillan text.

**Writing Assignments (15%)** Your peer-assessed homework and class assignments will offer an opportunity to develop and practice skills for the final project. Rubrics for each assignment will be provided and completed in class. **There are no make-up assignments, late papers will not be assessed, and assignments cannot be redone.**

**Two Action Research Assignments (10%).** Conduct two action research assignments during the course of the semester. If the assignment calls for an interview, report on the results. You do not have to submit a written transcript. Write up a **two page** reflection on each assignment and report the results during the class that the topic is discussed. The suggestions are located at the end of each chapter in the *Suggestions for Action Research* section. Options and due dates are listed on the course schedule below.

**Final Project: Assessment Unit and Presentation (35%).** In small groups, you will select a 4 week unit of instruction and develop a variety of assessments that align with the

\* **List the corresponding goals, objectives and learning targets on this assignment.**

goals and objectives of the unit. The unit can be pre-existing and you are encouraged to use or develop a unit that you can use in the classroom. The group will develop, a multiple-choice and essay test items, two formative and summative, portfolio directions, and performance assessments. In addition the group will develop appropriate scoring rubrics for these assessments. The project will be due at the end of the semester. You may do the project by yourself or in collaboration with one or two other students in the class. Everyone working in the group will get the same grade. If you work in a group 5% of your grade will be based on a peer assessment of your collaboration and contribution.

The test that you create will address all 6 levels of the original Bloom's taxonomy. It will include 24 multiple-choice items, 4 at each level of blooms taxonomy. The items will target specific learning outcomes related to Illinois' state standards that you will specify.

You should start working on your project immediately by identifying and/or developing an appropriate instructional unit. Most weeks' homework assignments will involve working on some aspect of the project (outlining your learning objectives, writing sample questions, etc.). This schedule is designed so that you can complete the project gradually during the course of the semester rather than facing a huge job as the end of the term.

The presentation will be required and include a brief description of the unit, highlights of the assessments and a reflection of the experience.

**Reflective paper on the process of completing the assessment unit. (5%)**

Each student will write a 3-4 page reflective paper that will address their thoughts on the process of completing the test project. What did you learn? What are your strengths and challenges with classroom assessment? What impact might this have on your classroom assessment practices? What philosophy of assessment have you developed? The paper will be double-spaced in a 12-point font with 1" margins. As usual, you are responsible for mechanics, grammar, syntax and usage.

### Assignment Submission

NOTES: All hard copy assignments must be brought to class with the corresponding rubric attached. Electronically submitted assignments on BlackBoard or email must be named using the following format: **Your Name\_Assignment Name.**

**CLASS SESSIONS [NOTE: Readings noted in the following section are to be completed before each class session. For example, by the second session, you are to have completed Chapter 1 in the *Classroom Assessment* textbook, two articles, and be prepared to discuss and apply them in class.]**

\* List the corresponding goals, objectives and learning targets on this assignment.

## Final Project

**Assessment Unit** You will select an established 4 week unit of instruction and develop a series of classroom assessments for it that align with subject specific Standards. One assessment will be a traditional pen-and-pencil test of 24 multiple-choice items. For each item of that assessment, you will list the applicable cognitive level from Bloom's taxonomy. You will also include 2 extended-response essay questions with appropriate scoring rubrics. These will also address all of the levels of Bloom's taxonomy to be noted on the supplied form. Additionally, you will develop two summative assessment assignment and appropriate rubrics. This summative assessment cannot use multiple choice or essays, one The packet will also include two formative assessments and appropriate scoring rubrics. The project will be due at the end of the semester. You may do the project by yourself or in collaboration with one or three other students in the class. You will get the same grade.

### **Reflective paper on the process of completing the test project.**

This 3-4 page reflective paper must address your thoughts on the process of completing the test project. The reflective paper must respond to each of these questions: What did you know about classroom assessment when you began the course? What did you learn? What was the most difficult part of developing the unit? Were you surprised by your ability in a certain area/skill? If so, how? What impact might this have on your classroom assessment practices? What philosophy of assessment have you developed? The paper will be word processed, double-spaced in a 12-point font with 1" margins. As usual, you are responsible for mechanics, grammar, syntax and usage.

### **Packet Contents**

Note: Be sure to list the corresponding goals, objectives and learning targets on assignments.

- Curriculum unit goals, objectives, targets and lesson plans (be sure to list standards)**
- One prior knowledge assessment\***
- Two formative assessments for unit\***
- Rubrics for formative assessments**
- 24 selected response item test\***
- 2 extended response essay questions\***
- Rubrics for extended response essay questions**
- Portfolio table of contents and Portfolio Directions\***
- One modified lesson plan\***
- Two Summative assessment projects for unit (Not including multiple-choice test. One of these must be performance-based)\***
- Rubrics for summative assessments**
- Reflective paper**

**\* List the corresponding goals, objectives and learning targets on this assignment.**

## CIEP 425 Schedule:

*August 30*

Introductions

Review of assignments and requirements

September 6

**No class – First Day of CPS**

*September 13*

### DEFINING ASSESSMENT

McMillan. *Classroom Assessment*. Chapters 1

- ❖ Black, P. & William, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139-148.
- ❖ Shepard, Lorrie. (2000). The role of Assessment in a Learning Culture. *Educational Researcher*, 29(7) 4-14

Articles (posted on BlackBoard)

Review and questions

*September 20*

### VALIDITY AND RELIABILITY OF LEARNING TARGETS

McMillan. *Classroom Assessment*. Chapters 2 and 3

Validity and reliability

Discuss and review

- ❑ **Write a brief summary of results from Action Research #1 or #2 on page 26.**
- OR-**
- ❑ **Obtain examples of Student work from teachers that demonstrate different levels of performance on the same assessment- Answer questions from Action Research #1 on page 55. Bring work to class**

*September 27*

### STANDARDS AND ASSESSMENTS

Read Articles Posted on BlackBoard

Locate, review and critique

- ❑ Illinois Learning Standards <http://www.isbe.net/ils/> ,
- ❑ Common Core <http://www.corestandards.org/>
- ❑ College Readiness Standards <http://www.act.org/standard/>
- ❑ Or professional association (ex:NCATE/NCTM,IRA)
- ❑ **Write 3 paragraphs on your reflection of the standards (choose one type) in your content area in terms of :**
  - **Strengths, Weaknesses, Opportunities and Threats**
  - **Depth and Breadth**

**\* List the corresponding goals, objectives and learning targets on this assignment.**

- Ability to support/align/guide teaching and learning compared to other standards

October 4

TIMING OF ASSESSMENTS

McMillan. *Classroom Assessment*. Chapters 4 and 5

- **Bring in a detailed description including curricular goals and objectives of the Curriculum unit you will use for the final project (be sure follow rubric closely)**

October 11 *No Class Session – Mid-Semester Break*

October 18

DESIGNING TESTS

McMillan. *Classroom Assessment*. Chapters 6 and 7

Guidelines for Paper and Pencil Tests

Examine commercially made assessment

Pre and Post Data Analysis

- **Develop a 10- item (minimum) Prior Knowledge Assessment for your unit**

October 25

ASSESSING UNDERSTANDING

McMillan. *Classroom Assessment*. Chapter 8

Review and questions

Analyze assignments and assessments

Recreate assessment

**Create and bring in the following:**

- **24 selected response item test with at least 4 questions at each level of Bloom's Taxonomy\***
  - **State level of each item**
  - Be sure to **Bold** correct answer

*November 1*

PORTFOLIO ASSESSEMENT

McMillan. *Classroom Assessment*. Chapter 9

Review for Midterm

**Create and bring in the following:**

- **One formative assessment for unit\***
- **A Rubric for a formative assessment**

\* List the corresponding goals, objectives and learning targets on this assignment.

- ❑ **Conduct option #1, 2, or 3 from Action Research Section on page 293 of McMillan**

*November 8*

**Midterm Exam** on Blackboard. No class meeting

*November 15*

**AFFECTIVE TRAITS**

McMillan. *Classroom Assessment*. Chapter 10

**Create and bring in the following:**

- ❑ **2 extended response essay questions\***
- ❑ **A Rubric for extended response essay questions**

*November 22*

**ASSESSING STUDENTS WITH SPECIAL NEEDS**

McMillan. *Classroom Assessment*. Chapter 11

Read articles posted on BlackBoard

**Create and bring in the following:**

- ❑ **Conduct Action Research 1 or 2 on page 326 of McMillan**

*November 29*

**GRADING, REPORTING and STANDARDIZED TESTS**

McMillan. *Classroom Assessment*. Chapter 12 & 13

**Create and bring in the following:**

- ❑ **1 lesson plan from your unit with accommodations for two different types of special needs student\***
- ❑ **1 performance-based summative assessment\***
- ❑ **Rubric for summative assessment**

*December 6*

Oral Presentations - *Final Project*

*December 12*

**Final Project and Reflection Paper Due on BlackBoard by 11am**

**\* List the corresponding goals, objectives and learning targets on this assignment.**