

Loyola University Chicago
CIEP 425 – Classroom Assessment
Fall 2011
Wednesdays 4:15-6:45 pm – Corboy Law Center 526

Instructor:	John F. Lapham
Contact Information:	jflapham@comcast.net
Office Hours:	By appointment.
Course Information:	Course materials are available on Blackboard.

Course Overview

This course addresses the purposes, methods, creation, and uses of classroom assessments. In short, assessments are the means by which schools, teachers and students determine whether or not they are accomplishing the goals that they have set out for themselves. When used effectively, they enhance learning and instruction. As with all tools, however, they can also be misused. When poorly constructed or improperly used, they can confuse students, distort the curriculum, and impede instruction.

In this course, students will examine and reflect on a wide range of assessment methods, the advantages and limitations of those methods, strategies for employing those methods, and the relationship between assessment and instruction. Students will interpret and evaluate a variety of assessment tools, and they will construct and revise assessment tools that align with state and district standards, as well as their own curricular goals and instructional objectives.

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.

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 and class discussions that allow them to bridge theory and practice as it relates to teaching in a diverse society.

Technology

Students will access information from Blackboard in order to complete assignments and use LiveText, a web-based program, to develop assessment tools. Students will use technology resources to conduct research, present findings, and demonstrate various assessment tools. These activities are designed to enhance students' abilities to use technology as a teaching and learning tool.

Course Objectives

This course aims to meet the relevant professional Standards for Teacher Competence in the Educational Assessment of Students (AFT/NCME/NEA). Accordingly, students will be able to:

- Choose assessment methods that align tightly with their curricular goals and instructional objectives.
- Develop valid and reliable assessment tools for the purpose of gathering evidence of achievement of curricular goals and instructional objectives.
- Administer, score, and interpret the results of both externally produced and teacher-produced assessment tools.
- Properly employ assessment evidence when making decisions about curriculum, instruction, school improvement, and individual students.
- Develop valid grading procedures that employ student assessments.
- Communicate assessment results to students, parents, and other educators.

In meeting the relevant professional standards, the course will explore the following general content areas:

- Public debate over accountability testing and educational assessment
- Relationships between curricular goals, instructional objectives, and assessment methods
- Purposes and forms of classroom assessment
- Process of planning classroom assessment
- Advantages and limitations of different kinds of assessment tools
- Advantages and limitations of different kinds of test items, such as multiple choice, completion, matching, and true/false
- Strategies for constructing good test items
- Administration of classroom assessments
- Evaluating, learning from, and improving classroom assessments
- Using and interpreting standardized tests and scores

Required Texts

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

Marzano, Robert. (1993). *Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model*. Alexandria: ASCD [ISBN 0871202255]

McTighe, J. & Wiggins, G. (2004). *Understanding by design professional development workbook*. Alexandria, VA: Association for Supervision and Curriculum Development. (UbD)

Additional readings will be used and distributed in class or posted on Blackboard.

Recommended Texts

Wiggins, G. & McTighe, J. (2005). *Understanding by design* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Evaluation and Assignments:

General Evaluation Criteria

- All assignments are due at the beginning of class on the day they are assigned. **Assignments submitted after that point will be considered late and receive a lower grade.**
- All assignments should be submitted via *LiveText*, unless noted otherwise. Please **do not** send papers as email attachments.
- All work must address overall assignment requirements, including formatting – typed double-spaced, 1" margins, 10-12 point font, appropriate identifying information, etc.
- Students are expected to use APA style (5th ed.) for citing references. When quoting and paraphrasing sources or adapting an idea from a source those sources must be cited.

Assignments - Complete details for each assignment will be reviewed in class. In addition, each assignment will have a rubric with specific criteria posted on Blackboard.

Participation (30 Points) – To foster a constructive learning environment, it is essential for each student to be on time, attend class, and participate. Class activities are planned with the assumption that all students will be in attendance. Please be sure to contact me ahead of time if you know you will be absent. Quality participation includes thoughtful reading of assigned texts before class, timely preparation of all assignments, constructive contributions to class discussion and activities, and providing helpful feedback to team members on assignments.

Research Article Review (30 points) - Students will individually select a research article that focuses on an assessment issue and write a 3-5 page summary and evaluation of the article. The paper should:

- Provide a concise summary of the research study and its findings;
- Evaluate the merits of the articles' findings; and
- Describe the impact, if any, the article had on the student's own assessment philosophy and goals.

Assessment Philosophy Journal and Statement of Assessment Philosophy (100 points) – Throughout the semester students will reflect on various assessment issues in ten short journal entries (APJs). Each journal entry is awarded 5 points. Toward the end of the semester, students will write a 10-12 page formal statement of their personal assessment philosophy, describing and defending their preferred approaches to classroom assessment. The statement is worth 50 points. Students should use the journal entries to prepare for the final statement.

Assessment Development Exercises (40 points) – Students will complete four assessment development exercises (ADEs). Each exercise is worth 10 points and is graded largely on effort and thoroughness. These exercises provide students the opportunity to get feedback on first drafts of the following components of their unit assessment plans: (1) goals; (2) objective knowledge assessment; (3) performance task and rubric; (4) peer and student self-assessment plan.

Unit Assessment Plan (80 points) – Students will design a 3 week unit assessment plan for a grade level and content area of their choice. The unit will include the following components: unit summary; goals, including relevant Illinois Learning Standards and Common Core Standards, enduring understandings, and essential questions; and a comprehensive assessment plan. **Please note: Curricular resources are available in the Lewis Library at 25 E. Pearson on the 6th floor.**

Assessment Strategy Demonstration (20 points) - Students will demonstrate an assessment strategy to the whole class. This exercise offers students an opportunity to teach and receive feedback.

Course Grades

There are a total of 300 points possible in this course.

Grade	Percent	Points
A	93%	279-300
A-	90%	270-278
B+	87%	261-269
B	83%	249-260
B-	80%	240-248
C+	77%	231-239
C	73%	219-230
C-	70%	210-218
D+	67%	201-209
D	63%	189-200
D-	60%	180-188
F	59% and Below	179 and Below

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. For additional academic policies and procedures refer to: 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/>

Course Schedule

- 8/31 *Introductions, Team Formation, and Preliminary Planning*
- 9/7 *Identifying and Developing Goals for Instruction*
Skim UbD WB, Introduction (3-29), and Stage 1 (60-135)
APJ due.
- 9/14 *Understanding Assessment Tools and Concepts*
McMillan, *Classroom Assessment*, Chapter 1
APJ due.
ADE 1 due.
- 9/21 *Developing a Valid and Reliable Assessment Plan*
McMillan, *Classroom Assessment*, Chapters 2-3
Skim UbD WB, Stage 2 (136-210)
Assessment article review due.
- 9/28 *Using Assessment to Prepare for and Support Instruction*
McMillan, *Classroom Assessment*, Chapters 4-5
APJ due.
Assessment strategy demonstrations.
- 10/5 *Assessing Knowledge*
McMillan, *Classroom Assessment*, Chapters 6-7
APJ due.
ADE 2 due.
Assessment strategy demonstrations.
- 10/12 *Assessing Understanding and Reasoning*
McMillan, *Classroom Assessment*, Chapters 7-8
Marzano. *Assessing Student Outcomes*, Chapters 3-8
UbD WB,
APJ due.
ADE 3 due.
Assessment strategy demonstrations.
- 10/19 *Assessing Skills and Products*
McMillan, *Classroom Assessment*, Chapters 8-9
APJ due.
Assessment strategy demonstrations.
- 10/26 *Assessing Long-Term Progress, Metacognition, and Affective Traits*

- McMillan, *Classroom Assessment*, Chapters 9-10
APJ due.
ADE 4 due.
Assessment strategy demonstrations.
- 11/2 *Assessing Special Needs Students*
McMillan, *Classroom Assessment*, Chapter 11
APJ due.
- 11/9 *Grading and Reporting Student Performance*
McMillan, *Classroom Assessment*, Chapter 12
APJ due.
- 11/16 *Standardized Tests*
McMillan, *Classroom Assessment*, Chapter
APJ due.
- 11/23 Thanksgiving Break – No Class
- 11/30 *Introduction to the Impact on Student Learning Project and the Professional Practice Profile.*
Workshop on Unit Assessment Plan
- 12/7 *Final Project and Assessment Philosophy Round Table Discussion*
Statement of Assessment Philosophy and Goals due.
- TBD **Final Project Due Date**