

CIEP 425 - Classroom Assessment & Grading Fall, 2008
11:30 AM - 2:00 PM
117 Dumbach Hall Lake Shore Campus

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Office hours: as needed
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Texts: Burke, Kay. *How to Assess Authentic Learning* 4th edition. 2005.
Skylight Publishing. ISBN #1575179407

Marzano, Robert. *Classroom Assessment and Grading that Work*. 2006.
ASCD. ISBN # 9781416604228

Course Description

This course is designed to address the assessment and evaluation of student progress towards meeting targeted objectives, competencies, goals and standards. Teacher candidates will examine and utilize a balanced assessment model of student evaluation strategies. They will learn how to use standardized tests and teacher-created tests to provide information regarding student learning and teacher effectiveness. Teacher candidates will acquire skills to help them monitor students' growth and development and adjust teaching and expectations accordingly. Teacher candidates will develop, evaluate and interpret a variety of assessment methods that provide an accurate picture of student achievement.

Conceptual Framework

The School of Education, as part of a Jesuit, Catholic University, espouses social justice as a unifying framework. All academic activities within the School of Education are grounded in its conceptual framework: "Professionalism in service of social justice" which inspires classroom instruction, student learning, and faculty practices. Teacher candidates examine and discuss their own beliefs about teaching and learning, social justice, and the impact of social justice on educational organizations. Through research, assigned readings, and class discussions they will begin to understand the impact educators have on the achievement of social justice as it relates to the evaluation of all students and the creation of positive learning environments and experiences within American schools.

Diversity

Because teacher candidates come from diverse backgrounds and educational experiences, it is important to understand and discuss how these events will impact their teaching and learning. It is critical that teacher candidates understand that students' life experiences impact their motivation, acquisition of knowledge, and ability to demonstrate their learning. Through their clinical experience, teacher candidates will have opportunities to work with students from ethnically and economically varied backgrounds. They will learn about the physical, academic and social needs of all students as well as appropriate ways in which to assess them.

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. Academic dishonesty is one of several possible reasons why a student may be dismissed from the Graduate School of Education. For specific policies and procedures see: http://www.luc.edu/education/academics_policies.shtml#honesty

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. More information is available at: <http://www.luc.edu/sswd/register.shtml>

Harassment

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. For specific definitions of discrimination, abuse, and harassment refer p. 25-26 in the Loyola University Chicago Student Handbook, located at: <http://www.luc.edu/studentaffairs/pdfs/LoyolaStudentHandbook2006.pdf> If you believe you are subject to such harassment, you should notify your instructor. If you believe you are subject to harassment by your instructor, contact the Associate Dean of Academic Affairs at 312-915-6464.

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Course Objectives

Teacher candidates will:

- Review the current literature and examine the theories of learning, motivation, and assessment (including the works of theorists such as Wiggins, Stiggins, McTighe, Costa, Eisner, Kallick, Guskey, and Darling-Hammond);
- Connect the national and state standards movement to district curriculum and assessments
- Compare and contrast norm-referenced and criterion-referenced tests - their purposes, data, and impact;
- Choose and develop assessment methods appropriate for instructional decisions
- Interpret and communicate the data related to student achievement in order to make sound decisions about students and curriculum;
- Review and analyze original teacher-created assessments that target different ability levels and students with special needs;
- Examine the types of learning logs, reflective journals, and metacognitive strategies that encourage reflection;
- Understand the techniques that enable students to internalize criteria and indicators for quality work; and

- Recognize that students with special learning needs may also have different assessment needs.

Course Competencies

The teacher candidates will understand and utilize:

- **Standards-Based Learning as it relates to:** Content Knowledge; Skills/procedural Standards; Performance Standards; Life-Long Learning Standards; Opportunity-to-Learn Standards;
- **Standardized Testing as it relates to:** Norm-Referenced; Criterion-Referenced; Test Preparation; Data Analysis; Ability to summarize performance of group in summarize performance of group in relation to tests;
- **Formative and Summative Assessment as it relates to:** Ongoing collection of data, Final Judgment, Balance between formative and summative; Group Grades;
- **Performance Assessment as it relates to:** Performance Tasks, Indicators, Rubrics, Project-Based Application and Transfer;
- **Portfolio Assessment as it relates to:** Collection Process, Selection Process; Reflection Process; Conferences; Exhibitions;
- **Self-Evaluation as it relates to:** Metacognition, Transfer, Checklists, Rubrics, Goal Setting.
- **Reporting Systems as it relates to:** Formative Grades, Summative Grades, Portfolio Grades, Parent Conferences, and Report Cards.

Technology

Because technology plays an ever-increasingly important role in the educational arena, it is critical that teacher candidates develop skills that allow them to use available technology to teach and evaluate students, as well as to collect and analyze data. During this course, teacher candidates will use technology to:

- Access information for class assignments;
- Create both traditional and alternative assessments;
- Share clinical observations and experiences;
- Research current best practices in teaching and assessment;
- Access, analyze, and present assessment data in large and small group settings.

Course Assignments

Students will:

- Review district/school ISAT/IMAGE scores for 2007/8 including demographics. **5 pts**
- Review, present, and discuss grade level examples of ISAT/IMAGE test items. **5 pts**
- Research standardized tests used in schools/districts. **10 pts**
- Collect and reflect on assessments used or observed during clinical experiences. **Weekly journal-20 pts**
- Create and reflect on assessments from other coursework and clinical experiences. **same**
- Review and present a current article on assessment. **10 pts**
- Create traditional and alternative assessments. **10 pts**
- Assemble an assessment portfolio to serve as a resource in the future. **40 pts**

Course Grading

Teacher candidates are expected to be present and on time for all class sessions. They are expected to come prepared to participate in class discussions and activities. All work is due on or before the dates listed. If late work is accepted, points may be subtracted from the total.

A portfolio of course content will be completed in class. Students should keep all work, rubrics and course materials for possible inclusion in this final project.

A = 95-100%

A- = 91-94%

B+ = 87-90%

B = 83-86%

B- = 79-82%

C+ = 75-78%

C = 71-74%

C- = 67-70%

D = 63-66%

F = below 62%

Illinois Professional Teaching Standards

STANDARD 8 - Assessment

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.

NCATE Standards

Standard 4 - Assessment for instruction

Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.