

**CIEP 425: Classroom Assessment**  
**Loyola University Chicago**  
**School of Education**  
**Spring Semester 2011**

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**Office hours:** By appointment

**Class Time:** Wednesday 7:00 – 9:30PM

**Location:** Mundelein Center - Room 304

**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]
- Articles (available electronically on Blackboard):
  - Abedi, J. (2004). The No Child Left Behind Act and English language learners: Assessment and accountability issues. *Educational Researcher*, 33.
  - Armon, J., & Ortega, T. (2008). Autobiographical snapshots: Constructing self in Letras y Arte. *Language Arts*, 86.
  - Christian, B., & Bloome, D. (2004). Learning to read is who you are. *Reading & Writing Quarterly*, 20.
  - Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 2.
  - Moll, L., & Gonzalez, N. (1997). Teachers as social scientists: Learning about culture from household research.
  - Jimenez, R. T., Garcia, G. E., & Pearson, P.D. (1996). The reading strategies of bilingual Latina/o students who are successful English readers: Opportunities and obstacles. *Reading Research Quarterly*, 31.
  - Solano-Flores, G., & Trumbull, E. (2003). Examining language in context: The need for new research and practice paradigms in the testing of English language learners. *Educational Researcher*, 32.
  - Spinelli, C. G. (2008). Addressing the issue of cultural and linguistic diversity and assessment: Informal evaluation measures for English language learners. *Reading & Writing Quarterly*, 24.

### Course Overview:

As teachers, we know that 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, instruction and assessment are intrinsically related. Accordingly, the teaching profession has adopted standards for 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:

- Choose assessment methods appropriate for instructional decisions.
- Develop assessment methods appropriate for instructional decisions.
- Administer, score, and interpret the results of both externally produced and teacher-produced assessment methods.
- Use assessment results when making decisions about individual students, planning teaching, developing curriculum, and school improvement.
- Develop valid grading procedures that use student assessments.
- 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.

**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:** 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/>

**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.

**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 percent  
D = 70 to 65 percent  
F = 64 and below

**Course Requirements:**

<b>Requirement &amp; Description</b>	<b>Grade %</b>
<b>Assigned readings and class participation</b>	20%
This will include assigned and supplemental readings to be provided by the instructor throughout the course. It is expected that teachers will read all selections thoroughly and deeply prior to class sessions. Class dialogue is an essential component of this course and may include pre-work such as conducting action research based on the textbook. A more detailed rubric will be provided for response and participation scoring.	
<b>Research Article Facilitation</b>	15%
In small groups, teachers will read and facilitate a class discussion based on an integral research article in the field of assessing ELL/bilingual students. Teachers will sign up for research article topics and dates in class. Teachers will be responsible for conveying the content, connecting to the case study, and engaging the class in a meaningful activity or dialogue. A more detailed rubric will be provided for this assignment.	
<b>Midterm</b>	15%
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.	
<b>Assessment Portfolio &amp; Presentation</b>	40%
Teachers will assemble a portfolio of assessments to measure students' understanding throughout a 4-week unit of instruction. The portfolio will begin with a detailed description of the unit, goals, objectives, and lesson outline. Over the course of the semester, teachers will develop a variety of assessments that align with the goals and objectives of the unit. While the final portfolio is due near the end of the semester, assignments will be due each week to build the assignment throughout the semester. A presentation will culminate the project. A more detailed rubric and project description will be provided for this assignment.	
<b>Reflective paper</b>	10%
Teachers will write a 3-5 page reflective paper that addresses thoughts on the process of completing the assessment portfolio. 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? A more detailed rubric will be provided for this assignment.	
<b>Total Percentage</b>	<b>100%</b>

**Tentative Course Schedule:** *(The professor reserves the right to make changes to this schedule.)*

	<b>Course Topic</b>	<b>Agenda</b>	<b>Assignments &amp; Reading Due</b>
1/19	Class 1: Introduction	Community Building Review Syllabus & Assignments Introduction to Course Content	n/a
1/26	Class 2: Defining Assessment	Simulated Article Facilitation	McMillan, Chapters 1 Black & William, Shepard articles
2/2	Class 3: Standards & Assessments	Discussion: Role of Standards Inquiry groups: ISBE Standards	McMillan, Chapter 2 Marzano, Chapters 1 & 2
2/9	Class 4: Assessment Selection	Portfolio Peer Assessment Overview of Portfolio Assignment Group 1 Article Facilitation	Group 1, Facilitation Portfolio, Unit Overview McMillan, Chapters 3 & 10
2/16	Guest Lecture: Charles Payne Online 1: Portfolio Creation	Attend Dr. Payne Lecture Begin Google site for Portfolio	Portfolio, Online Layout
2/23	Class 5: Affective Factors	Portfolio Peer Assessment Discussion: Funds of Knowledge Group 2 Article Facilitation	Group 2, Facilitation McMillan, Chapter 11 Moll & Gonzalez article
3/2	Class 6: Formative Assessment	Portfolio Peer Assessment Discussion: Informal Assessing Group 3 Article Facilitation	Group 3, Facilitation Portfolio, Affective McMillan, Chapters 4 & 5
3/9	<i>No Class: Spring Break</i>		
3/16	Class 7: Summative Assessment	Portfolio Peer Assessment Discussion: Classroom Tests Group 4 Article Facilitation	Group 4, Facilitation Portfolio, Formative McMillan, Chapters 6, 7, & 8
3/23	Class 8: Performance Assessment	Portfolio Peer Assessment Discussion: Authentic Assessment Group 5 Article Facilitation	Group 5, Facilitation Portfolio, Summative McMillan, Chapters 9 Marzano, Chapters 3-8
3/30	Class 9: Individualized Assessment	Portfolio Peer Assessment Discussion: Special Ed Assessment Online Exam Review Group 6 Article Facilitation	Group 6, Facilitation Portfolio, Performance McMillan, Chapter 12
4/6	Online 2: Exam	Take Online Exam Finalize Portfolio & Presentation	Online Exam
4/13	Class 10: Presentations	Portfolio Presentations Portfolios to Final Papers	Portfolio, Individualized Portfolio, Presentation
4/20	Class 11: Standardized Assessment	Debate: Standardized Tests Grading & Reporting Tests Article Facilitation	Group 7, Facilitation McMillan, Chapters 13 & 14
4/27	Class 12: Closure	Peer Editing of Final Paper Reflections & Goal-Setting Course Evaluations	Final Paper Draft
5/4	Class 13: Final Paper		Final Paper