

CIEP 425: Classroom Assessment

Loyola University
School of Education
Maguire Hall - Room 303
Spring 2015 - Wednesdays 4:15–6:45

Instructor: Beth Burkhart, MEd, NBCT

Phone: 773.919.4659

Email: bminnic@luc.edu

Required Text:

McMillan, James. (2013). *Classroom Assessment Principles and Practice for Effective Instruction*. Boston: Pearson. Sixth Edition [ISBN: 0133119424]

COURSE OVERVIEW

Assessment is an integral part of good teaching. Properly used, high-quality assessment evaluates student learning and allows teachers to make informed instructional decisions. When assessments are poorly constructed and badly used, they can confuse students, distort the curriculum, and impede good instruction.

Educational testing is a national issue. Tests at the district, state, and national level seek to hold schools accountable for the quality of their instruction. This has 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: What are we assessing? What do we want to learn? What will we do with what we learn? Research shows that curriculum, instruction, and 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.

By the end of this course, students will be able to:

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

This course 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

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

Students will use technology for the activities in this course. Students will access information from LUC Sakai in order to access and complete assignments.

As more school districts integrate technology into their daily teaching practices, computer-based assessments are more frequent. Please bring a laptop or tablet to class each week to explore how to best use this technology as a teaching and learning tool.

IDEA Objectives for the Faculty Information Form

I have included the objectives that will be used and rated them as either Essential (E), Important (I), or Minor (M).

1. Gaining factual knowledge (terminology, classifications, methods, trends) (E)
2. Learning fundamental principles, generalizations, or theories (I)
3. Learning to apply course material (to improve thinking, problem solving, and decisions) (E)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course (I)
5. Acquiring skills in working with others as a member of a team (M)
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.) (M)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) (M)
8. Developing skill in expressing oneself orally or in writing (I)
9. Learning how to find and use resources for answering questions or solving problems (M)
10. Developing a clearer understanding of, and commitment to, personal values (M)
11. Learning to analyze and critically evaluate ideas, arguments, and points of view (M)
12. Acquiring an interest in learning more by asking questions and seeking answers (M)

Dispositions

Each course in the School of Education focuses on one or more professional dispositions. These dispositions—Professionalism, Fairness, and the Belief that all students can learn—are indicators of growth for different levels in the program. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness, or the belief that all students can learn. The specific disposition for this course is: Fairness and the Belief that all students can learn. The descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.

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

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/>

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/>

Ethics Line Reporting Hotline

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. **You may file an anonymous report here [on-line](#) or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)**

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

www.luc.edu/ethicsline

Electronic Communication Policies and Guidelines

The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:

http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

http://www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf

Course Structure

LUC SAKAI ACCESS

To access this course on LUC Sakai you will need access to the Internet and a supported Web browser (Internet Explorer, Firefox, Safari). To ensure that you are using a supported browser and have required plug-ins please run the TechCheck from your LUC Sakai course. Refer to the LUC Sakai Help page for instructions. A Student Tutorial is also available.

TECHNICAL ASSISTANCE

If you need technical assistance at any time during the course or to report a problem with

LUC Sakai you can:

- Visit the LUC Sakai Please contact the ITS Help Desk (ext. 8-4ITS or helpdesk@luc.edu) to report technical difficulties.
- For information and resources visit www.luc.edu/itrs and click on Sakai under Teaching with Technology.
- General questions can also be sent to sakai@luc.edu

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check LUC Sakai for corrections or updates to the syllabus. Any changes will be clearly noted in course announcement or through LUC Sakai messages.

EXPECTATIONS AND REQUIREMENTS

We are professionals who want to learn. I expect that students will complete the reading and the lesson assignments, as well as demonstrate academic honesty. The work of others must be properly cited. Plagiarism will not be tolerated.

PARTICIPATION

Please be on time and attend every class. I expect that students will participate by sharing their ideas and opinions, as well as respond to the ideas of others.

COMMUNICATION

If you find that you have any trouble keeping up with assignments or other aspects of the course, let me know as early as possible.

COMPLETE ASSIGNMENTS

Students must submit assignments for this course electronically through LUC Sakai, unless otherwise instructed. Students must submit by the given deadline or special permission must be requested from instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances. Late or missing discussion assignments will affect the final grade.

GRADES

Submission of assignments alone will not warrant a passing grade.. I will consider content and quality of work, as well as its timely completion when assigning grades. Late assignments will not be graded. 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:

Participation (10%) I will evaluate students on their active participation in this course. This includes, but is not limited to attendance, contributions to discussions, critiques, and participation in class activities.

Lesson Assignments and Presentations (20%) We will spend our class time discussing and presenting ideas around assessment, creating and evaluating assessments, and assessing actual student work. Assessment of the assignments will be based on the quality of knowledge-based and text-based responses. **Assignments must be turned in by the due date listed in the syllabus.** While the grade for the final project will be assigned at the end of the semester, it is important that you get my feedback on the individual components of it as you complete them.

Goals, Objectives, and Curriculum Unit Description (20%) This assignment is graded separately from the final project, but requires a detailed description of the unit upon which the assessments will be based. It should include a topic description, a description of the unit's scope and sequence, list of standards, objectives, and targets, description of students, and lesson plans. An example unit plan and rubric will be provided.

Two Action Research Assignments (20%) Conduct 2 action research assignments during the course of the semester and present the results. Write a two-page maximum description on each assignment and give a short (15-minute maximum) presentation on your findings. A rubric will be provided. The suggestions are located at the end of each chapter in the Suggestions for Action Research section. Action Research options and due dates are listed on the course schedule below.

Final Project: Assessment Unit (30%). You will select a 4 week unit of instruction and develop a variety of assessments that align with the 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 your classroom teaching. You will develop, a multiple-choice and essay test items, two formative and summative, portfolio directions, and performance assessments.

In addition, you will develop appropriate scoring rubrics for these assessments. The project will be due at the end of the semester.

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 Bloom's taxonomy. The items will target specific learning outcomes related to standards that you will specify.

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

Final Project

You will select an established four-week (minimum) 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 must 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 assignments and appropriate rubrics. The summative assessments cannot be the same as the multiple-choice test or the

submitted essays. The packet will also include two formative assessments and appropriate scoring rubrics. The project will be due at the end of the semester.

Packet Contents

- 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

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

CIEP 425 SCHEDULE

Date	Topic	Reading and Assignments Due
-------------	--------------	------------------------------------

January 14	<p>Introductions Review of assignments and requirements</p> <p>Black, P. & William, D. (1998). Inside the black box: Raising standards through classroom assessment. Phi Delta Kappan, 80(2), 139-148.</p>	
January 21	DEFINING ASSESSMENT	<p>Read chapter 1: 2-2-5: Two-paragraph summary, two ideas you found interesting, five questions you have from reading this chapter.</p>
January 28	STANDARDS AND COGNITIVE LEARNING TARGETS	<p>Read Chapter 2.</p> <p>Due: Present assigned part of Chapter 2 to the class. Create a short formative assessment to gauge how well the class retained information from your presentation.</p>
February 4	HIGH-QUALITY CLASSROOM ASSESSMENT	<p>Goals, Objectives, and Curriculum Unit Description due: UNIT ASSIGNMENT Submit a detailed description including curricular goals and objectives and lesson plans of the Curriculum unit you will use for the final project (be sure follow rubric closely)</p>
February 11	FORMATIVE ASSESSMENTS	<p>Due: Present assigned part of Chapter 4 or 5 to the class. Create a short formative assessment to gauge how well the class retained information from your presentation.</p>
February 18	SUMMATIVE ASSESSMENTS	<p>Read Chapter 6 Due: Write a brief summary of results from Action Research #2 for Ch. 4 or Action Research #1, #2, or #3 for Ch.5 or Action Research #3 for Ch. 6</p> <p>Prepare a short presentation on your results.</p> <p><i>*These action research assignments require that you interview either a teacher or a student. You are welcome to observe in my classroom or my school. Please give at least one week notice.</i></p>

February 25	DESIGNING TESTS Article: Chappuis, J. (2014). Thoughtful Assessment with the Learner in Mind. <i>Educational Leadership</i> , 71(6) 21-26	Read Chapter 7 UNIT ASSIGNMENT Due: Design a prior knowledge assessment for your unit
March 4	Spring Break- No Class	
March 11	ASSESSING KNOWLEDGE AND UNDERSTANDING	Read Chapters 8 & 9 UNIT ASSIGNMENT Due: Create 24 selected-response item test with at least 4 questions at each level of Bloom's Taxonomy : State level of each item Bold the correct answer
March 18	PORTFOLIO ASSESSMENT	Read Chapter 10 UNIT ASSIGNMENT Due: Create 2 constructed response questions
March 25	AFFECTIVE TRAITS	Chapter 11 Due: Present assigned part of Chapter 11 to the class. Create a short formative assessment to gauge how well the class retained information from your presentation.
April 1	ASSESSING STUDENTS WITH SPECIAL NEEDS	Read Chapter 12 Write a brief summary of results from #1, 2, or 3 from Action Research Section for Chapter 10 or Action research #1 or #2 from Chapter 12
April 8	CPS Spring Break: Unit assessment work day	
April 15	GRADING AND REPORTING	Read Chapter 13 Create and bring in the following: UNIT ASSIGNMENT 1 lesson plan from your unit with accommodations for two different types of special needs student*
April 22	STANDARDIZED TESTS	Chapter 14 UNIT ASSIGNMENT 1 performance-based summative assessment* Rubric for summative assessment
April 29	Final Project due	