School and Classroom Assessment EDRS 6342

Semester/Year: Spring 2013

Time/Location: Course taught 100% online using CourseDen.

Instructor: Mary Alice Varga

Office Location: 143 Education Annex

Office Hours: MW 10:00am-12:00pm or by appointment

Online Hours: TR 1:00-4:00pm or by appointment

Telephone: Direct Line: (678) 839-6092
Department Line: (678) 839-6558

Email: maryv@westga.edu

Online Support: CourseDen Home Page
https://westga.view.usg.edu/

CourseDen Help & Troubleshooting
http://www.westga.edu/~distance/webct1/help

UWG Distance Learning
http://distance.westga.edu/

UWG On-Line Connection
http://www.westga.edu/~online/

Distance Learning Library Services
http://westga.edu/~library/depts/offcampus/

Ingram Library Services
http://westga.edu/~library/info/library.shtml

University Bookstore
http://www.bookstore.westga.edu/

COURSE DESCRIPTION

This course is designed to increase the school leader's knowledge and understanding of assessment and its role in improving student achievement. Students will examine the knowledge and skill base that supports the effective use of assessment within classrooms and schools. The nature and purpose of assessment, its use for improving instruction and the design of high-quality teacher-developed classroom assessments will be emphasized.
CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Preparing Exemplary Practitioners, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National and state standards (Educational Leadership Constituent Council (ELCC), also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course’s objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

APPROACHES TO INSTRUCTION

This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Posts</td>
<td>1000 minutes</td>
</tr>
<tr>
<td>Audio/video Instruction</td>
<td>2250 minutes</td>
</tr>
<tr>
<td>Online Assignments</td>
<td>3500 minutes</td>
</tr>
</tbody>
</table>

Additionally, it is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities.

COURSE OBJECTIVES

Students will:

1. Characterize the relationships among teaching, assessment, testing, measurement, and evaluation.
   (Ainsworth & Christinson, 1998; Anderson, 2003; Danielson, 2002; Popham, 2006; Conceptual Framework Descriptors: Professional Excellence – Knowledgeable; Field Based Inquiry – Decisive; Standards ELCC 2)
2. Understand the connection between assessment and instruction in a standards based classroom and describe how learning targets help direct the instructional process. (Ainsworth & Christinson, 1998; Bernhardt, 2004; Davies, 2000; Depka, 2006; McMillan, 2003; Conceptual Framework Descriptors: Professional Excellence – Knowledgeable; Field Based Inquiry – Decisive; Standards: ELCC 2)

3. Identify and describe various types of classroom assessments, their essential characteristics, and the major advantages and disadvantages associated with the application of these assessments. (Bernhardt, 2003; Depka, 2006; Holcomb, 1999; Schmoker, 2001; Salkin, 2006; Stiggins 2007; Conceptual Framework Descriptors: Professional Excellence – Knowledgeable; Field Based Inquiry – Decisive; Standards: ELCC 2)

4. Demonstrate the ability to select, develop, and/or use appropriate assessments for different educational purposes. (Bernhardt, 2003; Depka, 2006; Holcomb, 1999; Schmoker, 2001; Salkin, 2006; Stiggins, 2007; Conceptual Framework Descriptors: Professional Excellence – Knowledgeable; Field Based Inquiry – Decisive; Proactive; Standards: ELCC 2)

5. Apply validity criteria to classroom assessment results to reduce sources of bias that may distort the accurate interpretation of student results, and describe ways to improve the reliability of classroom assessments. (Ainsworth, 2006; Borien, 2005; Davies, 2000; Popham, 2006; Conceptual Framework Descriptors: Professional Excellence – Knowledgeable; Field Based Inquiry – Decisive; Standards: ELCC 2)

6. Be able to design and implement a classroom assessment model that targets appropriate achievement expectations for students, to include performance assessments and their corresponding scoring rubrics, and modified classroom assessments that accommodate students with disabilities. (Davies, 2000; Depka, 2006; McMillan, 2003; Steinhorm, 2002; Stiggins, 2007; Conceptual Framework Descriptors: Professional Excellence – Knowledgeable, Reflective; Field Based Inquiry – Decisive, Proactive; Betterment of Society – Collaborative, Culturally Sensitive; Standards: ELCC 2, 3)

7. Describe the leader’s role in understanding barriers to achieving excellence in assessment in schools and identify strategies to overcome those barriers. (Bracy, 2000; Schmoker, 2001; Stiggins, 2001; Conceptual Framework Descriptors: Professional Excellence – Knowledgeable, Reflective; Field Based Inquiry – Decisive, Proactive, Leading; Betterment of Society – Collaborative, Culturally Sensitive; Standards: ELCC 2, 3, 6)
TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Texts:

Suggested Text:

Required Instructional Resource: Tk20 Subscription*
These are available at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do. If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php. For assistance, email tk20@westga.edu.

*You will not be uploading assignments to Tk20 for this course.

Course References:


ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

Assignments for the course are listed below and will be described in more detail throughout the semester. All assignments are due on Sundays before midnight (by 11:59pm) Eastern Standard Time on the due date specified in the course schedule.

1. **Readings & Online Discussions (20 points)**
   Read assigned material and participate in **four** online discussions, including an initial post and responses to at least two other posts. Topics for discussion will be provided. See complete course schedule for assigned readings and discussions. (Course Objectives 1-7)

2. **Article Review (5 points)**
   Write a review of an article from your professional literature that deals with an issue in testing. A rubric will be provided with more details. (Course Objectives 1,2,3,7)

3. **Assessment Review (5 points)**
   Conduct a review of assessment techniques used at a school. Analyze the extent to which these techniques align with formal evaluation (grading) of student achievement. (Course Objectives 1, 2, 3, 7)

4. **Informal Assessment Design (10 points)**
   Design an informal assessment, performance-based assessment, or portfolio assessment that could be used in a class you currently teach, have taught, or will teach. (Course Objectives 1,2,3,4,6)

5. **Test Creation (10 points)**
   Create a test incorporating objective test items and subjective test items. (Course Objectives 1, 2, 4, 6)

6. **Test Item Analysis (10 points)**
   Conduct a simple item analysis of a test used in your school, including item difficulty and discrimination, to improve the quality of assessment questions. (Course Objectives 1, 2, 4, 5, 6)

7. **Field Experience Interviews (20 points)**
   Conduct two interviews, one with a teacher and one with a parent, about standardized testing. Initial interview questions will be provided. (Course Objectives 1, 2, 3, 4, 6, 7)

8. **Final Paper (20 points)**
   Write a final paper reflecting on the nature and purpose of assessment, its use for improving instruction, and designing effective teacher-developed classroom assessments. An outline for the paper will be provided.
Evaluation Procedures

A total of 100 points will be allotted for the course evaluation based on the assignments outlined below. All assignments are due on Sundays before midnight (by 11:59pm) Eastern Standard Time.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Discussions (4)</td>
<td>20 (5 each)</td>
<td>January 13, January 20, February 3, February 24</td>
</tr>
<tr>
<td>Article Review</td>
<td>5</td>
<td>January 27</td>
</tr>
<tr>
<td>Assessment Review</td>
<td>5</td>
<td>February 10</td>
</tr>
<tr>
<td>Informal Assessment Design</td>
<td>10</td>
<td>March 3</td>
</tr>
<tr>
<td>Test Creation</td>
<td>10</td>
<td>March 17</td>
</tr>
<tr>
<td>Test Item Analysis</td>
<td>10</td>
<td>March 31</td>
</tr>
<tr>
<td>Field Experience Interviews</td>
<td>20</td>
<td>April 7</td>
</tr>
<tr>
<td>Final Paper</td>
<td>20</td>
<td>April 14</td>
</tr>
</tbody>
</table>

Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>F</td>
<td>Below 70%</td>
</tr>
</tbody>
</table>

Extra Credit

There are two opportunities for extra credit in this course for a total of 5 points. Extra credit points will be offered to students who 1) complete a mid-semester evaluation of the course (2.5 points) and 2) complete the UWG end of semester evaluations (2.5 points). Students will be asked to submit a screenshot of their submission pages to Mary Alice.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog.

Attendance: Attendance will include participation in online discussions.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with
Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index_8884.php](http://www.westga.edu/studentDev/index_8884.php). Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

**Late Work:** Assignments submitted after the due date will be penalized twenty-five percent (25%). Failure to submit an assignment will result in a zero grade for the assignment.

**Professional Conduct:** Professionalism is an essential for all graduate students and expected in graduate education. Professional dispositions promote class interaction and facilitate learning. Professional expectations for this course are outlined below:

- Reading all assigned readings and completing all assignments each week.
- Participating and interacting in online discussions to contribute and enhance learning for everyone.
- Treating colleagues and the instructor with respect. This includes respecting differences in opinions that may arise and engaging in professional and respect dialogue.
- Asking questions of colleagues and the instructor; and offering insight and assistance to those with questions.

**Student Email Policy:** University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information. **Communication for this course will also occur through CourseDen, the online platform provided for the course. Students are expected to check CourseDen regularly for communication.**
### CLASS OUTLINE

<table>
<thead>
<tr>
<th>Module</th>
<th>Dates</th>
<th>Class Topics</th>
<th>Readings</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 7-13</td>
<td>Course Overview</td>
<td></td>
<td>Online Discussion 1 Due January 13</td>
</tr>
<tr>
<td>2</td>
<td>January 14-20</td>
<td>Intro to Assessment</td>
<td>Chapter 1 (CA)</td>
<td>Online Discussion 2 Due January 20</td>
</tr>
<tr>
<td>3</td>
<td>January 21-27</td>
<td>Teaching and Assessment</td>
<td>Chapter 2 (CA)</td>
<td>Article Review Due January 27</td>
</tr>
<tr>
<td>4</td>
<td>January 28-February 3</td>
<td>Characteristics of Assessments</td>
<td>Chapter 3 (CA)</td>
<td>Online Discussion 3 Due February 3</td>
</tr>
<tr>
<td>5</td>
<td>February 4-10</td>
<td>Overview of Assessment Techniques</td>
<td>Chapter 4 (CA)</td>
<td>Assessment Review Due February 10</td>
</tr>
<tr>
<td>6</td>
<td>February 11-17</td>
<td>Informal Assessments</td>
<td>Chapter 5 (CA)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>February 18-24</td>
<td>Performance-Based Assessments</td>
<td>Chapter 6 (CA)</td>
<td>Online Discussion 4 Due February 24</td>
</tr>
<tr>
<td>8</td>
<td>February 25-March 3</td>
<td>Portfolio Assessments</td>
<td>Chapter 7 (CA)</td>
<td>Informal Assessment Design Due March 3</td>
</tr>
<tr>
<td>9</td>
<td>March 4-10</td>
<td>Objective Test Items</td>
<td>Chapter 8 (CA)</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>March 11-17</td>
<td>Subjective Test Items</td>
<td>Chapter 9 (CA)</td>
<td>Test Creation Due March 17</td>
</tr>
<tr>
<td>11</td>
<td>March 18-24</td>
<td>SPRING BREAK!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>March 25-31</td>
<td>Grading Systems</td>
<td>Chapter 10 (CA)</td>
<td>Test Item Analysis – Due March 31</td>
</tr>
<tr>
<td>13</td>
<td>April 1-7</td>
<td>Interpreting Standardized Tests</td>
<td>Chapter 11 (CA)</td>
<td>Field Experience Interviews Due April 7</td>
</tr>
<tr>
<td>14</td>
<td>April 8-14</td>
<td>Final Papers</td>
<td></td>
<td>Final Papers Due April 14</td>
</tr>
<tr>
<td>15</td>
<td>April 15-26</td>
<td>Assessing Group Work</td>
<td>Chapter 12 (CA)</td>
<td></td>
</tr>
</tbody>
</table>