



Turtle Mountain Community College
EDUC 410H: Educational Assessment
Tuesday: 3:00-4:30pm Room 216
Instructor: Janelle Wiedrich
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Textbook: W. James Popham, Classroom Assessment: What Teachers Need to Know, Fifth Edition. Boston. Allyn and Bacon.

Supplemental Reading: Cathy Vatterott, Rethinking Homework: Best Practices that Support Diverse Needs, Alexandria, Virginia. ASCD

Purpose of the Course: This course will assist you in using test data to direct teaching strategies. We will focus on test design, interpretation of data, and the use of data to inform instruction.

Course Description: This course helps decipher all aspects of standardized, criterion referenced and teacher constructed tests. Students will learn the basics of good test design within the framework of authentic assessment and how to use testing information to effectively plan instruction.

Methods of Instruction: Methods of instruction will include direct instruction and online instruction, as well as class discussion, group work, hands-on projects, student presentation, along with reading and writing reflection. You will be responsible for completing any online assignments for this course through Jenzabar.

Attendance, class participation, and in class writing assignments: Many of the outlined activities require active participation on the part of YOU, the student! Therefore attendance and active participation are very important. Periodically, I will ask students to write responses to class activities, assigned readings, or some other topic. Only those students who are in class at the time of the writing will receive credit-no make-ups.

Your rights and responsibilities: If you have special learning or physical disabilities (formally diagnosed), you have legal rights to course modifications. Please identify yourself to the instructor so that she may assist you with your course progress.

Cultural Content: The seven teachings of the Anishinabe are examined. This will enhance understanding of the multiple links connecting curricula with learning and teaching. By examining the curriculum during student teaching, all concerned rediscover the educational goals of integrating culture into teaching and learning.

Statement of Academic Integrity: Scholastic honesty is expected. Dishonesty includes cheating, plagiarism, and collusion. Students are expected to do individual work unless directed by a project and or permission is given. If dishonesty is found, the student will be reported to the Academic Dean.

Evaluation Procedures:

Participation:

Ten points will be given for class participation and online work! If you are not in class you will not receive the ten points. (10 points/each)

Quizzes:

There will be two quizzes in class. The quizzes will be based on the assigned readings and lectures/notes. (20 points each)

Midterm Test:

Develop an assessment that includes select response, construct response. Create a guideline that addresses how essay questions will be scored. (50 points)

Writing Assignments:

You are assigned five writing tasks during the semester. These tasks include the construction of tests and other assessments for use in the classroom. (20 points each)

Log Entry:

Students will be assigned a log entry periodically throughout the semester. Dates and topics are stated in the course schedule under the assignment column. Log entries should be 1 to 2 pages long and turned in at the beginning of the class period on the day they are due. (10 points each)

Final:

Design a learning center in the content area of your choice. You may use resources in room 216 to develop your center. ie: presentation boards, markers, glue, etc. This center should be something you will use in your classroom as a student teacher or once you have your own classroom. The content may also be related to brain stimulation and should be an interactive center. Be creative, search the web, and HAVE FUN when you do this project! (100 points)

Create a handout that includes information regarding your learning center, how you developed it and instructions on how to use it. The purpose of this is to give everyone a map or instructions on how you put your center together and to explain how to use the center in a classroom.

Grading Scale:

100% - 90% = A

89% - 80% = B

79% - 70% = C

60% - 69% = D

59% and ↓ = F

Course	Course Description	ND Standards	INTASC Standards	Instructional Outcomes
<p>EDUC 410 Educational Assessment 3 Credits</p>	<p>This course helps decipher all aspects of standardized, criterion referenced and teacher constructed tests. Students will learn the basics of good test design within the framework of authentic assessment and how to use testing information to effectively plan instruction.</p>	<p>50015.1 Development, Learning, and Motivation. The program requires the study of development, learning, and motivation. Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.</p> <p>50015.3 Instruction 50015.3a The program requires the study of integrating and applying knowledge for instruction. Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular</p>	<p>#5 The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking creativity, and collaborative problem solving related to authentic local and global issues.</p> <p>#6 The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p> <p>#7 The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>1)Identify the purpose and function of both traditional and alternative forms of assessments. 2)Apply pedagogical frameworks to practical classroom situations. 3)Demonstrate competency in using the various forms of formative and summative assessment. 4)Demonstrate competency in constructing teacher-made tests and other forms of authentic assessment.</p>

		<p>goals, and community.</p> <p>50015.3b The program requires the study of adaptation to diverse students. Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.</p> <p>50015.3c The program requires the study of development of critical thinking, problem solving and performance skills. Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills.</p> <p>50015.3d The program requires the study of active engagement in learning. Candidates use their knowledge and</p>	<p>#8 The teacher Understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p> <p>#9 The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> <p>#10 The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate</p>	
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		<p>understanding of individual and group motivation and behavior among students at the elementary level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.</p> <p>50015.3e The program requires the study of communication to foster learning. Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.</p> <p>50015.4 Assessment. The program requires the study of assessment for instruction. Candidates know, understand, and use formal and</p>	<p>with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	
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		informal assessment strategies to plan, evaluate, and 43 strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.		
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Course Schedule and Assignments

Date	Chapter	Activity/Assignment	Possible Points
1/13	Chapter 1 Text	Intro to Class: Review Syllabus Group Activity: Chapter Self Check Log Entry#1: What do tests scores reflect? Discuss Rethinking Homework Book	10
1/20	Chapter 2 Text Chapter 1 –Rethinking Homework (RTH)	Log Entry #2: Why do teachers need to know about reliability? Discussion: Quibbling over Quizzes, Parent Talk p. 36 Discussion on Ch 1 RTH	5 10
1/27	No Class	Ch 2 RTH Homework in the context of the New Family One Page Reflection on Jenzabar	
2/3	Chapter 3	Discussion on self-check pp 68-70 Video Log Entry #3: What is compelling evidence and of what importance is it? Class Discussion: RTH	5 10
2/10	No Class	Ch 3 RTH Homework Research and Common Sense	
2/17	Chapter 4	Discussion on ELL and SPED considerations Class Discussion Ch 3 RTH	
2/24	Chapter 5 Text Chapter 4 RTH	Using a content area text, select a chapter and outline items to be assessed, along with how you will assess.	5 25

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		Small Group Discussion Effective Homework Practices	
3/3	Chapter 6	On Demand Assessment p. 104, Self Check p. 120-121 Midterm Exam: Develop a midterm assessment that includes select response, construct response. Create a guideline that addresses how essay questions will be scored.	5 20 Mid Term Due
3/10	Chapter 7 Text	Construct a select response test and constructed response test corresponding with previous assignment.	5 25 50
3/16	Spring Break –No Class		
3/24	Chapter 8	Log Entry #4: What are the evaluative criteria for performance test tasks?	5 10
3/31	Chapter 1-8 Review		
4/7	Chapter 9	Log Entry #5: Construct a scenario in which you could install portfolio assessment.	5 10
4/14	No Class – I am out of town	Ch 5 RTH Homework Completion Strategies and Support Programs One page reflection	
4/21	Read Ch. 11	Log Entry #6: Define/describe using judgmental and empirical methods of improving assessments.	5 10
4/28	Chapter 12	Log Entry #7: Score Boosting and formative assessment-myth or reality...why??? Assignment: Create a pre-assessment in content area of your choice-administer in class	5 10
5/5	Final	Learning Center Project Presentation	100

Syllabus Prepared: January, 6, 2015

