

Revised 1/5/2016

## **Turtle Mountain Community College**

EDUC 410A: Educational Assessment (3 credits) Spring 2016

Instructor: Kathy Henry

Office hours: 9:00 11:30

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Office hours: 9:00 11:30 Monday and Wednesday

Class meeting: Tuesday & Thursday: 1:00 – 2:00 pm Room 216

**Textbook:** W. James Popham, Classroom Assessment: What Teachers Need to Know, Fifth Edition. Boston. Allyn and Bacon.

**Supplemental Reading:** Handouts being supplemented to textbook readings throughout semester.

**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.

**Course Objectives:** Assessment of learning is a complex process and it is important to be clear about the purpose of the assessment. At the conclusion of this course, students will be able to:

1. Articulate the purpose and types of educational assessments
2. Create high quality assessments for the classroom
3. Constructing a classroom test appropriate for the individual's teaching field.

Content areas:

- Uses of standardized tests
- Interpreting standardized test scores
- Research on assessment
- Relation of assessment to instruction
- Using feedback as a valuable component of assessment
- Purposes and forms of classroom assessment
- Process of planning a classroom assessment
- Using summative assessments
- Compiling and administering classroom assessments
- Evaluating and improving your classroom assessments

**Methods of Instruction:** Methods of instruction will include direct instruction, as well as class discussion, cooperative group work in and out of class, hands-on projects, student presentation, along with reading and writing reflections.

**Class Participation/Attendance:** It is the responsibility of the student to meet the Teacher Education Department's Policy of 95% attendance. Please refer to student handbook concerning this policy. Each class receives 5 points for participation activities, absent, tardiness, or fifteen-minute absence from the class will result in a loss of points and cannot be made up. An absence will constitute make-up coursework but no-participation points will be earned because it is impossible to replicate classroom participation with your course mates.

**Performance Assessments:** Students are expected to complete all class readings prior to each class session to engage in active dialogue, sharing of ideas and reflection to engage in productive discussion. Students are expected to integrate course readings and class information into their written assignments to demonstrate knowledge of content matters. An evaluation of your papers, assignments, projects, in-class discussions, small and large group presentations, and participation will determine whether you have met the instructional objectives for the course. Scholarship, initiative, cooperation, attitude, and improvement will also be taken into consideration.

**Service Learning:** Our mission is to promote reciprocal connections among students, faculty, and community members through integrated academic coursework and service in the community, and to encourage the development of socially and environmentally responsible citizens.

**Statement of Academic Honesty:** 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. Remember plagiarism is not OK and will result in a penalty. Refer to your student handbook and if dishonesty is found, the student will be reported to the Academic Dean.

**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.

Grades will be calculated as follows: 525-600 = A    450-524 = B    375-449 = C    300-376 = D    299 - 0 = F

## Course Units

### Week One-January 10 & 12

**Tuesday-1/10-12-**Introduction of Text, Syllabus, team leaders to facilitate class discussion, Journal/Ed Assessment Log, and handing in papers. **In class activity:** Self Test about testing. Log: What did I learn about my choices. **NEXT CLASS:** Read pages 1-15, chapter 1. Log all bold text vocabulary words and acronyms. Journal your thoughts concerning "Assessment versus Testing". This chapter will give you a minimum of six good reasons why teachers need to understand assessment. Keep a running tally in your journal/log of what those

reasons are? Keep track of words italicized, font changes, bold and acronyms. You will have your first pop-check quiz **(10 minutes & usually 1 point per response)**

**Your pop-check quizzes will allow for 1 minute per question, time could vary depending on question response that is necessary.**

**Thursday-** Beginning of class complete the **Pop-check 1** the quiz will be collected before lecture begins. Chapter 1 power point lecture, and Discussions "Assessment versus Testing" and "Yesteryear's answers to why teachers need to understand assessment practices." **In class activity-** Essay writing for assessment purposes. **NEXT CLASS: Log Entry: Using your own words how would you define educational assessment.** Finish reading chapter 1, continual to log learning. Journal-Decision Time page 17, If you were Laura Lund, what would your decision be? and Parent Talk page 26, How would you respond to Mrs. Smothers?. I will call on class members to share their logs.

### Week Two-1/17-19

**Tuesday-** Complete chapter 1 power point lecture, **In class activity-** Discussion "Today's answers to why teachers need to understand assessment practices." Decision Time - Pressure from "Higher ups" What do classroom teachers really need to know about assessment, and Parent Talk. Group work: Pages 23-26 Interpreting Standardized Test Result- (what can be learned from these pages) **NEXT CLASS: Pop-check 1a- worth 5 points.** Read Chapter 2 pages 31 to 40, continue to log important information

**Thursday- Pop-check 1a,** Power-point lecture chapter 2, Understanding of Cognitive, Affective and Psychomotor assessment. What are content and standard performances, and NAEP Frameworks. **In class activity-** Discussion: Page 31 First two questions. Decision Time - On Demand Assessment....Group responses to question- IF you were Dolly, what would your decision be? **NEXT CLASS:** Read pages 48, 1st paragraph ( It is invariably....) to page 64 (up to A Profusion of Item Types) YOU DO NOT NEED TO READ "A Cautious Convert" pages 54 to 57; however it is an interesting essay and may very well explain why CCSS went out the window. Journal: Parent Talk, Now, how would you respond to Ms. Collins.

### Week Three-1/24-26

**Tuesday- Continue power-point chapter 2, - In class activity-** Discussion-Open for questions about teacher's responsibility to assessment. Understanding "standards, content standards, and instructional objectives, advancement, proficient, basic, norm-referenced and criterion referenced.- Understanding what it is that we assess in the classroom and why. **NEXT CLASS:** Read pages 64 to 70, continue to log all vocabulary words and their meanings, review your hand-out of Bloom's Taxonomies of educational objectives (handed out in spring semester).

**Thursday-**Finish chapter 2 power point, **In class activity-**Discussion-portfolio and performance assessment, item types for assessing, and test evaluation criteria (reliability, validity, and absence of bias. - Group activity- Potential criteria for assessing a hairstyle. **NEXT CLASS: Chapter 2 Quiz,** read chapter 3 pages 75-82, continue to log vocabulary, and journal page 78, Quibbling over Quizzes and reply to If you were Wayne Wong and were faced with this problem, what would your decision be? (Be ready to read your response in class)

### Week Four-1/31-2/2

**Tuesday- Quiz 2**, Chapter 3 power point, **In class activity**- Discussion-Three types of Reliability Evidence. Parent Talk- Group will respond to Colonel Hobbs, What parts of the text book author do you agree with and disagree with and finally a written comment to how you would respond to Colonel Hobbs. **NEXT CLASS:** Finish reading chapter 3, Log, "What is compelling evidence and of what importance is it?" Group response will be shared in class.

At this point, you will no longer be asked to log important words within your chapters, the student will understand that this is a routine procedure.

### Week Five-2/7-9

**Tuesday-** Finish Chapter 3 power point, **In class activity**- Discussion, **What is compelling evidence and why is it important and article on page 90.** -Group-Explain in writing the kinds of educational assessment procedures that should require evidence set up for reliability evidence. **NEXT CLASS:** Chapter 3 Quiz Read Chapter 4 pages 97 up to Alignment heading on page 109.

**Thursday-Chapter 3**, Beginning of power-point chapter 4, **In class activity**- Discussion: Why is there no such thing as a valid test and why should teachers be concerned about test-based inference. - Decision Time, If you were Cecilia, what would your decision be? **NEXT CLASS:** Finish reading chapter 4 109 to 121.

### Week Six-2/14-16

**Tuesday-** Finish Chapter 4 power point, **In class activity**-Discussion: What does this statement imply-Teachers makes a careful effort to conceptualize the nature of curricular aim and then tries to see if the test being constructed actually contains content that is appropriately representative of the content in curricular aim. **NEXT CLASS:** Read Chapter 5 pages 127 up to Parent Talk 137 Text, Chapter 4 Quiz.

**Thursday-Quiz 4**, Chapter 5 powerpoint **In class activity**- Walkthrough Bias test questions, Decision Time- Choose Your Language, Children! If you were Jaime, would your decision be? pg. 130 **NEXT CLASS:** Finish chapter 5 pages 137 to 149. Log your answer for Parent Talk, pg. 137 How would you respond to Mrs. Johnson?

### Week Seven-2/21-23

**Tuesday-**Complete chapter 5 powerpoint. **In class activity**- Share logged answers from Parent Talk, Group work with class presentations on Assessing Students with Disabilities and English Language Learners **NEXT CLASS:** Chapter 5 quiz, Read Chapter 6 pages 155 -176, review power-point.

**Thursday- Quiz 5**, **In class activity**- Charting chapter 6, Class will engage in question and answers with each other and begin writing the midterm exam. **NEXT CLASS:** Finalize the writing one of the each four most common test questions from our text for the class midterm. Each paired group will be responsible for four questions and answers using four of the

most common selected responses: Namely, binary-choice items, multiple binary-choice items, multiple-choice items, and matching. In class, directions will be given.

### Week Eight-2/28-3/3 MIDTERMS

**Tuesday- In class activity-** Finalize Midterm Test.

**Next Class: Midterm**

**Wednesday- MIDTERM EXAM** **NEXT CLASS:** Read Chapter 7 pages 181 to 200, Class will be making presentations from their work during class time. Make notes concerning information about essay tests.

### Week Nine-3/7-9

**Chapter 7 and 8 could really be one chapter, but there is so much information that the author preferred to separate the chapter.**

**Tuesday-** Powerpoints chapter 7, **In class activity-** A Professional-Development Presentation, the class will be divided into subgroups, each group will have 20 minutes to prepare an oral presentation (minimum 5 minutes) regarding, "Essay Tests: How to Build Them and How to Score Them." Subgroups will be selected at random to make its presentation.

**NEXT CLASS:** Read Chapter 8, **Pop check on Chapter 7**

**Thursday- Pop check on Chapter 7,** Chapter 8 powerpoints, **In class activity-** Prioritizing criteria for judging students' performances.

**NEXT CLASS:** Read Chapter 9 pgs, 231 -248, Chapter 7 & 8 Quiz

### Week Ten- SPRING BREAK

### Week Eleven-3/21-23

**Tuesday- Chapter 7 & 8 Quiz,** Chapter 9 powerpoints, **In class activity-** Students paired to give a brief written descriptions on what portfolio assessment is and how to implement a portfolio assessment program. Parent talk page 244

**NEXT CLASS:** Journal/Log your answer to Decision Time page 235, "If you were Maria, what would you decide to do?" Read Chapter 10 pgs. 249-256, **Chapter 9 quiz**

**Thursday- Chapter 9 quiz,** Chapter 10 powerpoints **In class activity-** Decision time responses, Group activity- "Build Your Own, Bob!" (This activity will take a couple of class periods.)

**NEXT CLASS:** Read chapter 10 pgs. 256-267, Journal/log- Decision Time- "Where Went Wonder?" page 250.

### Week Twelve-3/28-30

**Tuesday-** Finish chapter 10 powerpoints **In class activity-** Responses to Decision Time "Where Went Wonder?, continue activity "Build Your Own, Bob!"

**NEXT CLASS:** Chapter 10 quiz, Journal/ Log Parent Talk pg. 263, How would you respond to Mrs. Jillian, Begin reading chapter 11, pages 271-276 ( Up to "Empirically Based Improvement)

**Thursday-** Chapter 10 quiz, **In class activity-** Parent Talk Discussion, What have we learned from "Build Your Own, Bob!", Small group- Difference between Judgemental and Empirical.

**NEXT CLASS:** Finish reading of Chapter 11, Journal Log page 280, Decision Time-"To Catch a Culprit: Teacher or Test?

#### **Week Thirteen-4/4-6**

**Tuesday-** Complete chapter 11 powerpoint, **In class activity-** Discuss Decision Time, "To Catch a Culprit." Small group, "Show Me the Data!"

**NEXT CLASS:** Chapter 11 Quiz, Begin reading Chapter 12 pages 289 up to pages 296

**Thursday-** Chapter 11 quiz, Chapter 12 powerpoint, **In class activity-** "Pick Your Persuasion Ploys.

**NEXT CLASS:** Chapter 12 pages 296 up to Alternative Approaches page 305,

#### **Week Fourteen-4/11-13**

**Tuesday-** Chapter 12 powerpoint, **In class activity-** "Why Use Formal Assessment"

**NEXT CLASS:** Complete chapter 12 reading, Journal/log Decision Time page 308, If you were Reggie and were faced with this situation, what would your decision be?

**Thursday-** Chapter 12 powerpoint, **In class activity-** Decision Time "To Go Formative or Not?", small group, "Skill for an Approach"

**NEXT CLASS:** Chapter 12 Quiz, Reading and outline (log your outline) Chapter 13 pages 325 to 344,

#### **Week Fifteen-4/18-20**

**Tuesday-** Chapter 12 Quiz, Chapter 13 powerpoints, **In class activity-** Chapter Outline discussions, Journal/log Page 345, Parent Talk- How would you respond to Mr. Lopez?

**NEXT CLASS:** Read Chapter 14 pages 355-368

**Thursday-** Chapter 14 powerpoints, **In class activity-** Small group, How to approach seasoned teachers to get them to learn about test preparation.

**NEXT CLASS:** Read chapter 15 pages 373 -385 and Journal/log page 357, Decision Time, If you were Judy what would your decision be? Pop Check Chapter 14

#### **Week Sixteen-4/25-27 CULTURAL FEST**

**Tuesday-** Pop check 14, Chapter 15 Powerpoints, **In class activity-** Discussion: Decision Time journal/log,

**NEXT CLASS: Chapter 15 pages 385-Instructional Sensitivity (skip 386 & 387)402**

**Thursday- Finish Chapter powerpoints, **In class activity**- Open book, open for discussion  
Chapter 15 questions.**

**NEXT CLASS: Read and Complete questions**

**Week Seventeen-5/2-4 Final**

**Tuesday- NO CLASS Preparing FOR the FINAL**

**Thursday- Final Exam**