![C:\Users\jwiedrich\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\MMY89DG8\MCED00253_0000[1].wmf]()

Turtle Mountain Community College

EDUC 410H: Educational Assessment

Tuesdays, 2:30 – 4:00pm Room 216

Instructor: Kathy Jo Henry

khenry@tm.edu

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

**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 a midterm 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 tasked 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% - 93% = A

86% - 92% = B

78% - 85% = C

77% - 60% = D

59% and ↓ = F

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Course | Course Description | ND Standards | INTASC Standards | Instructional Outcomes |
| EDUC 410Educational Assessment3 Credits | 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. | 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.50015.3 Instruction 50015.3aThe 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 goals, and community. 50015.3bThe 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. 50015.3cThe 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. 50015.3dThe program requires the study of active engagement in learning. Candidates use their knowledge and 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. 50015.3eThe 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.50015.4 Assessment**.** The program requires the study of assessment for instruction. Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and 43 strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student. | #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.#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. #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. #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. #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. #10 The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.  | 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. |

**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, Every Student Succeeds Act, ESSA. 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 1& 2 Quiz (25 pts.),**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-**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 textbook author do you agree with and disagree with and finally a written comment to how you would respond to Colonel Hobbs. **NEXT CLASS:  QUIZ chapter 1 & 2**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. You will be asked to hand in your journal/log at midterm.

Thursday- Chapter 2 Quiz

**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.**

**WE WILL NOT TAKE THE CHAPTER 3 OR 4 TEST UNTIL AFTER THE VISIT OF DR. LEONARD.  ONCE ALL QUESTIONS ARE ASKED AND CONTENT IS TRULY UNDERSTOOD.**

**Thursday-Chapter**-4, 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 text-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-**

**Decision Time Chapter 4 If you were Cecilia, what would your decision be? We did not complete this in class last Thursday.**Finish Chapter 4 power point**, In class activity- 3-5 minute presentation - can use whatever materials necessary to share the topic handed out on 2/9.**Discussion/writing:  What does this statement imply-Teachers make 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- Portfolio Review, Resume, Cover letter, and InTASC 9.**

**Thursday-**.  Students will individually prepare a midterm test and answer key sheet.  Each student will prepare questions from chapters 1-5.  Each chapter requires a true and false, multiply choice, fill-in the blank, and a short answer.  The answer key must repeat the question, identify the answer, chapter and page number the answer can be found.  Email the questions to the instructor at the end of the class period.

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

**Tuesday- In class activity- Finalize midterm study guide, portfolio review InTASC 9 continued**

Preparation for midterm-however if our guest speaker can attend on Thursday 3/3; midterm will be moved to the following week.

**Thursday- Guest Speaker/ or MIdterm**

**Week Nine-3/7-9**

**Chapter 6 will be charted during class**

**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 6**

**Thursday- Guest Speaker "Dr. Amy Leonard" concerning DIBEL.  Understanding how DIBEL is a criterion referenced assessment.  Handout to be read and activities to be completed Formal, Informal, and Summative assessments.**

**Week Ten- SPRING BREAK**

**Week Eleven-3/21-23**

**Tuesday- Rapid City, Chapter 6 online quiz due on Thursday, March 23 by 4:00 pm.**

**Because of the snow days and guest speaker, this syllabus will be updated by March 22, 2019.**

**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-**Mayville Experience, Reflection written on movie and panel discussion,"Most Likely To Succeed".

**NEXT CLASS:**  Complete reading of Chapter 7.

**Thursday-Chapter 7 powerpoint**

**NEXT CLASS:**Finishreading of Chapter 8,

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

**Tuesday-** Chapter 8 powerpoint,

**NEXT CLASS:**Chapter 7 & 8 Quiz, Begin reading Chapter 12 pages 289 up to pages 296

**Thursday-  7 & 8 Chapter study review and chapter 9 power point.**

**NEXT CLASS:**  Chapter charting 12.

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

**Tuesday-**

Chapter 12 charting "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, "Shill for an Approach"

**NEXT CLASS:  Quiz Chapters 5,6,7,8,9  online**,   Reading and outline (log your outline) Chapter 13 pages 325 to 344,

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

**Thursday-Quiz chapter 5,6,7,8,9  30 multiple choice questions/ 50 minutes**

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

**NEXT CLASS: Finish reading chapter 13 and complete study guide.**

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

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

**Tuesday- Quiz 12, & 13,**Chapter 14 Powerpoints,**In class activity-**Discussion:Decision Time journal/log,

NEXT CLASS begin reading chapter 15 pages 373 -385 and Journal/log page 357, Decision Time, If you were Judy what would your decision be?

**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.

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

**Thursday-   FINAL EXAM   Chapter 14 & 15**

**Course Schedule and Assignments**