Instructor: Professor Mary Williams, Ed.D.
Office: Commerce II / Room 112
Office hours: Mondays and Wednesdays 1:30-4pm, and by appointment
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Telephone: 703/993-2133

Prerequisites: Completion of the teacher licensure coursework for the Secondary Education Program [minimum of EDUC522 and 672, and EDCI5xx methods].

Course Description and Relationship to Program Goals: EDUC 674 is a graduate course that supports beginning teachers’ design of assessment practices to promote student learning. The course focuses on the individual, classroom, teacher, school, and cultural factors that impact assessment; different types and purposes of assessment; and the relationship of assessment to national and state standards. In this course teachers will integrate their knowledge from licensure courses and classroom practices, to understand, develop, and implement assessment plans. This course highlights national standards for assessing teaching and learning in the content areas as outlined by the National Council for Accreditation of Teacher Education (NCATE) and the Interstate New Teacher Assessment and Support Consortium (INTASC). EDUC674 introduces concepts and methods needed to complete action research in EDUC 675.

Course Objectives

By the completion of this course students will:

• Plan formal and informal assessments of student understanding of content area knowledge identified in state and national standards;
• Design, construct, and evaluate assessment instruments;
• Create multiple formats and strategies of assessment to target the diverse nature of learning in students and to encourage a variety of ways to exhibit understanding;
• Design scoring rubrics that will be used to evaluate student work;
• Provide a rationale for assessment plans using the research on teaching and learning;
• Consider how the integration of subject matter across disciplines impacts curriculum and assessment;
• Examine the role of technology in classroom assessment and practice;
• Understand teacher evaluation and its’ link to INTASC standards; and
• Reflect on teaching practice to develop professional skills.
Texts (all required):


National Standards in your discipline (NCSS, NCTE, NCTM, NSTA).

Course Delivery:
In addition to classroom attendance and participation, students are expected to complete readings, whole class and small group discussions, group and individual projects, internet research, analyses of case studies in learning teams, and reflections on practice. GMU’s BlackBoard course framework will be used regularly throughout the course (familiarity with BlackBoard is expected). The course can be accessed at http://blackboard.gmu.edu

CEHD SYLLABUS STATEMENTS OF EXPECTATIONS
The Graduate School of Education (GSE) expects that all students abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See www.gse.gmu.edu for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Grades:
Since this is a professional development course (post licensure), high quality work (i.e., “A” work) is expected on all assignments and in class participation. All assignments must be completed to successfully complete the course. Each graded assignment will be assessed using a scoring rubric, created by the class, and known to each student. For full consideration, all assignments are due at the beginning of class on the day they are due, unless otherwise announced.

Written and Oral Assignments:
All written assignments are to be word-processed. Many of them will be posted to a “Whole Class or Learning Team Discussion” / “FORUM”. On the cover page include your name(s), course title, project title, date, and describe the target student population including the grade level, subject, and unit of study. If assignment is to be done on paper, attach all pages in one assignment together by stapling or placing in a binder or folder as appropriate. Make each project something that you could
use in your teaching. All oral presentations/oral reports need to be professional. Reports should include effective use of media/technology and stay within the time frame allocated for the presentation.

I. Attendance/Participation (25%). Attendance at all classes, for the entire class period, is a course expectation. Attendance at each class meeting is required and absence will affect the grade. If you miss the equivalent of more than one class session you should see the instructor about dropping the class. Being on time is also essential and lateness will affect the grade. Participation in discussions related to case studies are integral to the theory/practice connections that will be made in this course [the case discussions are included as part of the participation grade]. The participation rubric and point system posted on the course website will be used to assess in-class and online participation.

II. Philosophy of Assessment (25%). You will write a 3-5 page paper that serves as your philosophy of assessment. You should use knowledge of all your licensure course work, readings, and classroom experience to address your beliefs about assessment. Your philosophy of assessment should include your metaphor of assessment and must incorporate references to the INTASC standards. The paper should express (1) how your philosophy of assessment influences your classroom practices, (2) examples of what you intend to do or have done related to educative assessment, and (3) research to support your plans {along with references to INTASC}. This paper should be included in your portfolio* as it is often used as a major reflective piece in the graduate portfolio. The scoring rubric for this assignment will be developed in class.

III. Interdisciplinary Curriculum/Assessment Unit (25%). Given the following scenario: Your school has decided to emphasize the interdisciplinary nature of subjects. Therefore, all teachers have been asked to work with teachers in other disciplines at the same grade level to develop an interdisciplinary curriculum unit for their students. The unit is an intensive interdisciplinary study that will span all four core curricular areas for four weeks. The unit includes an authentic culminating activity and an assessment plan. Each interdisciplinary team (4-5 teachers) will:

- identify a topic/theme (e.g., equity or justice) that will meaningfully support interdisciplinary teaching of the core secondary subjects; i.e., history, English, science and mathematics;
- develop essential questions to guide student inquiry;
- design a culminating project that allows students to demonstrate mastery of content and performance standards in the core subjects;
- determine the Standards of Learning and national standards that match up with the topic in all core subjects;
- outline a curriculum unit which sets the content and context for the culminating activity;
- describe support materials for students necessary to implement the unit;
- create assessment instruments and scoring rubrics for the culminating project/activity and link your assessment instruments to your essential questions;
- prepare a rationale to justify the unit plan using research and theory; and
- present your curriculum and assessment plan to the class.

The rationale for the curriculum & assessment unit should include research and theory, such as levels of Bloom's Taxonomy and selection of learning styles, the reasons for the culminating activity and its’ assessment, and arrangement of activities within the unit. Each group will be given a grade for this assignment based on each aspect listed above along with their collaborative effort.
Each unit must include all assessment instruments and rubrics needed to assess and score/grade this project. After each group presents, they will turn in the transparencies and handouts used in the presentation. **The scoring rubric for this assignment will be developed in class.**

**IV. Curriculum/Assessment Plan** (25%). Each student will identify a topic and corresponding standards they will (may) be teaching during the school year. Students will use the “Backwards Design Model” to design the curriculum unit and create all assessment instruments/rubrics to use with the students. This project should be a unit you will use later in your teaching career. Please plan accordingly. Students will work collaboratively in dyads with another student in their subject area as they design a curriculum/assessment plan for a unit of instruction. 

NOTE: This is an **individual** project, but one of your most valuable planning and design references is another teacher. You should use your partner teacher as a sounding board, as a reviewer, a critic, a friend. Conversely, you need to be a sounding board, reviewer, critic, a friend, etc. Although you work collaboratively with a partner as you prepare your curriculum/assessment plan, each of you will submit your own written/oral report and grades are assigned individually. **The scoring rubric for this assignment will be developed in class.**

**Curriculum/Assessment Plan Report** includes the following:

1. A **conceptual overview/rationale** which includes theme/topic and essential questions, corresponding state and national standards, acceptable results (e.g., 80% mastery), evidence of learning, outline of curriculum unit and assessment plan. Here you will also include justification for your choice of assessment instruments. *The rationale/justification for each instrument should be made using research and theory such as levels of Bloom’s Taxonomy and selection of learning styles for each question, along with reasons for the length of the assessment, arrangement of questions, and timing within the unit of study.*

2. **Diagnostic assessment** instrument and rubric.

3. **Formative assessment** instruments and rubrics. A variety of formative assessment instruments and rubrics should be used to assess the developing understanding of students while the unit is being taught. Both formal and informal instruments (graded and non-graded instruments for student and class assessment) should be used for formative assessment. To be educative, multiple short assessments work best.

4. **Summative assessment** instrument and rubric. The summative assessment will assess what students know and can do (related to the subject) at the end of the unit.

5. **Confirmatory assessment** instrument and rubric. Confirmatory assessment is done well after the unit of study is complete, such as at the end of the grading quarter or school year. This assessment will help you find out what knowledge/understanding the students retain, long term, about the subject.

All assessment instruments and rubrics must be submitted in photocopy ready format for the Curriculum/Assessment Plan.

NOTE: **For comparison of student growth across the unit, consider using some of the same questions on the diagnostic and summative instruments for a pre-post comparison of student understanding. Three formats for summative assessment are ideal for research triangulation. However, common sense needs to align subject matter, pedagogy, time, and resources. Therefore three, four, or some other number of assessment formats may be used to assess what students know and can do related to the essential questions for the unit.**

**Curriculum/Assessment Plan Presentation:** Each individual will have 5 minutes to report on their curriculum/assessment unit. The presentation should be informative to your colleagues. The time for each presentation is brief. Therefore, provide an overview and then pick carefully an instrument or two to highlight. You MUST include the culminating project assessment in the presentation.
POSTNOTE: Retain copies of all course products to document your progress through the GSE Secondary Education Program. Products from this class (especially the ‘philosophy of assessment’ and ‘curriculum/assessment plan’) should be included in your exit portfolio for the M.Ed. program and can also become part of your professional portfolio used for job placement.
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<td>Curriculum, Deep Understanding, Meta-Cog.</td>
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<td>Summative Assessment, Portfolios, NBPTS, INTASC Standardized, Rubric for Philosophy of Assessment</td>
<td>W- 8,9,11; MW… NAEP Philosophy (draft 1)</td>
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<td>11/9</td>
<td>Teacher Evaluation, Mentoring, Support Groups</td>
<td>W- 12,13; MW… Danielson</td>
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<td>11/16</td>
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11/23  Thanksgiving Holiday

11/30  Curriculum/Assessment Plan          Danielson
       Case Study (Watson)                    Case analysis

12/07  Curriculum/Assessment Plan          Curr/Assess Plan Report
       Philosophy of Assessment              Share Philosophies

12/14  Philosophy of Assessment posted online  Philosophy of Assessment DUE
       Curriculum/Assessment Plan posted online  Curr/Assess Plan DUE

12/15/05 is the last day to turn in any and all course assignments for consideration to be included in this semester’s grade.

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Keep a copy of the ‘Philosophy of Assessment’ paper and the ‘Assessment Plan’ for your M.Ed. Portfolio.