

**George Mason University
College of Education and Human Development
Secondary Education Program**

College of
EDUCATION HUMAN DEVELOPMENT 



Promoting Learning Development Across the Lifespan

EDUC 674
Assessing Learning and Teaching in Secondary School

Fall Semester, 2011

Instructor: **Dr. Stephan Prifti**

Date and Time: **Thursday 4:30 pm – 7:10pm**

Class Location: **Fine Arts Building B-112**

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Office Hours: **By appointment**

Course Description and Relationship to Program Goals:

EDUC 674 is a graduate course that supports beginning teachers' development and design of assessment practices for promoting student learning. The course focuses on the individual differences and 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. Teachers enrolled in the course will integrate their knowledge from the licensure courses and classroom practices, to understand, develop, and implement assessment strategies. This course focuses on implementing state and 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 teachers to ideas and methods they will need to complete action research in EDUC 675.

The learner will:

- Plan formal and informal assessments of student understanding of content area knowledge identified in state and national standards; RESEARCH-BASED PRACTICE
- Design and construct assessment instruments; both traditional and innovative in nature; COLLABORATION; RESEARCH-BASED PRACTICE.
- 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; RESEARCH-BASED PRACTICE; SOCIAL JUSTICE
- Create and/or reformat scoring rubrics that will be used to evaluate student work; RESEARCH-BASED PRACTICE; COLLABORATION
- Defend assessment plans using the research on teaching and learning; RESEARCH-BASED PRACTICE. ETHICAL LEADERSHIP
- Reflect on teaching practice to develop professional skills. ETHICAL LEADERSHIP

Required Texts:

Commonwealth of Virginia (2007) Standards of Learning for Virginia Public Schools. Richmond, Virginia: Author.

Fisher, D., & Frey, N (2007). Checking for Understanding: Formative Assessment Techniques for your Classroom. Alexandria, Virginia: Association for Supervision and Curriculum Development.

Popham, J. W. (2003). Test Better, Teach Better. Alexandria, Virginia: Association for Supervision and Curriculum Development.

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

Articles

Fluckiger, J., Vigil, Y., Pasco, R., & Danielson, K. (2010). Formative Feedback: Involving Students as Partners in Assessment to Enhance Learning. *College Teaching*, 58(4), 136-140. doi:10.1080/87567555.2010.484031

Guskey, T. R. (2003). How Classroom Assessments Improve Learning. *Educational Leadership*, 60(5), 6.

O'Connor, K. (2010). Grades: When, Why, What Impact and How? *Education Canada*, Spring, 50(2), 38-41.

Online Resources:

- National Assessment of Educational Progress <http://nces.ed.gov/nationsreportcard/>
- Sample NAEP Questions, <http://nces.ed.gov/nationsreportcard/about/booklets.asp>
- State of Virginia Standards of Learning Test Information, http://www.doe.virginia.gov/testing/sol/standards_docs/index.shtml
- TIMSS Achievement Items, <http://nces.ed.gov/timss/educators.asp>
- National Content Standards, <http://nsta.org/> <http://ncss.org/> <http://nctm.org/> <http://www.ncte.org/>

CEHD Course Expectations:

The College of Education and Human Development (CEHD) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See <http://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.

Course Delivery:

In addition to classroom attendance and participation, students are expected to complete readings, whole class and small group discussions, group, pair, and individual projects, internet research, analyses of case studies, and reflections on practice.

Written and Oral Assignments:

All written assignments are to be word-processed (Times New Roman 12 and double spaced) and submitted electronically. On the cover page include your name(s), course title, assignment title, and date.

Oral presentations need to be professional, and should include effective use of media/technology and stay within the time frame allocated for the presentation/oral report. A copy of your presentation will be sent to me prior to your presentation in class.

**** Class Activities*** You will be able to participate in various classroom activities throughout the course and earn a total of 100 points. Since these activities are course related, and attendance is expected, you will not be awarded any points if you are not in class to participate.

**** Article Reviews and Presentations*** You will read three articles for the class, two from the list in this syllabus, and one of your own choosing. All three will be submitted via the Article Review Sheet found in this syllabus. In addition, one article (the one you chose) will be presented orally to the class, for duration of 10 minutes, followed by questions, and/ or a brief discussion. You will provide a copy to each class member of the chosen article. The article presented is worth 50 pts. , while the other two articles are worth 25 pts. each. **100pts**

**** Philosophy of Assessment*** You will write a 3-5 page paper that serves as your philosophy of assessment. You should use knowledge from all your licensure course work, readings, and classroom experience to address your beliefs about assessment. The paper should

express(1) your philosophy of assessment, (2) examples of what you intend to do or have done, and (3) research to support your opinions and plans. This paper should be included in your portfolio* and will be used as a major reflection piece in the graduate portfolio. The scoring rubric for this assignment will be developed in class. **100 pts.**

***Individual Unit Assessment Project and Report** You will work collaboratively in a group within your subject area to design the assessment plan for a unit of instruction. You will identify a topic and corresponding standards you will or may be teaching during the school year. Your group will be responsible for the lesson, learning materials, and an assessment of the learning that has taken place. This project can be a unit you will use later in your teaching career. Please plan equally and accordingly. **60 pts.**

NOTE: This is considered to be an *individual* project, but one of your most valuable planning and design references is the other teacher with whom you partner. You should use this 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 will work collaboratively with a partner on this project, each of you will submit your own written/oral report and grades will be assigned individually. The scoring rubric for this assignment will be developed in class.

Written Report/Commentary: Each student will complete a written report with a conceptual overview and the sections that follow.

1. The conceptual overview includes 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.
2. ****Diagnostic assessment instrument and rubric, including justification using research and theory.**
3. ****Formative assessment instruments and rubrics, including justification using research and theory.** [A variety of formative assessment instruments and rubrics should be used to assess the developing understanding of secondary 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. Multiple short assessments work best.]
4. ****Summative assessment instrument and rubric, including justification using research and theory.** [The summative assessment is the one you will use to assess student learning at the end of the unit.]
5. ****Confirmatory assessment instrument and rubric, including justification using research and theory.** [Confirmatory assessment is assessment done well after the unit of study is complete, such as at the end of the school year. This assessment will help you find out what knowledge the students retain, long term, about the topic.]

****All assessment instruments and rubrics should be submitted in photocopy ready format for students. *The rationale/justification for each instrument should include research and theory such as levels of Bloom's Taxonomy and reasons for the length of the assessment and arrangement of questions, and timing within the unit of study. 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 assessment are ideal for research triangulation. However, common sense needs to align subject matter, pedagogy, time, and resources. Therefore two, 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.***

Presentations: Each group will have 45 minutes to report on the assessment unit. Provide an overview carefully an instrument or two that you choose to highlight. You **MUST** include the culminating project assessment. The presentation should be informative to your colleagues.

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 ‘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.

Chapter Summary Rubric

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Grade: **60** /.....

Name:Date.....

The Chapter

- a) establishes a clear aim or beginning point 1 2 3
 - b) remains focused and stays on topic..... 1 2 3
 - c) covers all elements of topic..... 1 2 3
 - d) supports main ideas with details and elaboration.... 1 2 3
 - e) contains strong descriptions of ideas in topic..... 1 2 3
 - f) ideas move smoothly and in logical patterns..... 1 2 3
 - g) has a clear beginning, middle, and end..... 1 2 3
 - h) provides class with learning materials.....1 2 3
- Section Total : 24/.....,**

The Delivery

- a) total quality of pedagogy..... 1 2 3
 - b) use of current technology to embellish lesson 1 2 3
 - c) use of strong examples to help enhance ideas..... 1 2 3
 - d) engages learners..... 1 2 3
 - e) uses a consistent point of view that is not confusing..... 1 2 3
 - f) uses appropriate terms and phrases in correct context..... 1 2 3
 - g) answers questions or addresses different points of view with solid information..... 1 2 3
- Section Total: 21/.....**

The Team Effort

(3 pts each)

Section Total: 15/.....

- a) Scholarship.... 1 2 3
- b) Cooperation.... 1 2 3
- c) Professional Collaboration.... 1 2 3
- d) Availability.... 1 2 3
- e) Preparedness.... 1 2 3

Grading scale for the Presentation is as follows:

- 1 = LOW occasional level of demonstrated or achieved goals.
- 2 = AVERAGE acceptable level of demonstrated or achieved goals.
- 3 = HIGH consistent level of demonstrated or achieved goals.

Grand Total points for this assignment : 60 followed by suggestions, ideas, and coaching points to make a good lesson better.

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Rubric for Article Review Assignment

EDUC 674

Dr. Prifti

Article Review Form **50pts. PRESENTATION** (please attach a copy of the reading)

Name _____ Date _____

TITLE and AUTHOR.....

Briefly state the main idea of the article: **(15 points)**

List 2 important facts that the author uses to support the main idea: **(10 points)**

- 1. (5)
- 2. (5)

Discuss 2 points on why you agree or disagree with the authors point of view: **(10 points)**

- 1. (5)
- 2. (5)

Explain by using specific examples as to why this reading did/ did not assist in your understanding of the topic. (15 points)

Grades and Assessment :

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. Each graded assignment will be assessed using a scoring rubric, created by the class, and known to the student. All assignments are due at the beginning of class on the day they are due, unless otherwise announced. The grading scale, points per assignment and due dates are as follows:

Point System:

Class Activities	100 points
Philosophy Paper	100 “
Article Reviews (3)	150 “
Chapter Presentation	60 “
Final Assessment	50 “

Total: 460 point

Grading Scale:

460-459 = A+
458-448 = A
447-437 = A-
436-430 = B+
429-419 = B
418-412 = B-
411- 406 = C+
405- 400 = C
399-394 = C-
393-388 = D
387- 0 = F

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Class/Topic Schedule

Date Topic Assignment Due/Readings Due:

9/1 Introductions, Accountability, Create Rubrics.
Read TBTB Preface/Introduction

9/8 Reliability, Validity, Feedback; Every task is an opportunity for feedback;
Read TBTB Ch1-4
Read CFU Ch 1
Read Fluckiger Article

9/16 Traditional Forms of Classroom-based Assessment
Diagnostic, Formative, and Summative Assessment
Overview

Read Guskey Article

9/22 Work on Assignments Read TBTB Ch 5-11

9/29 Building Tests/Writing Good Items; Selecting Instructional Goals and Objectives
Online Search “SMART Goals.” Read an online resource about SMART goals

10/6 Authentic Assessment Read CFU Ch 2-5

10/13 Checking for Understanding Assignment 2
Read CFU Ch 6-7

10/20 Standards
Assessment in the Content Areas (What do your standards say?)
Read the National and State Standards for your content area (what do they say about assessment?)

10/27 Rubrics Assignment 3

11/3 Unit Work on Unit

11/10 Grading and Reporting
Grading. . .tools available (whiteboards, survey monkey, turning point)
Read O’Connor Article

11/17 Presentations

12/1 Presentations

12/8 Class Activity: TBA, Assessment of Course

LAST PAGETHIS IS THE END OF SYLLABUS