



Promoting Learning & Development Across the Lifespan

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

Fall 2013
EDUC 674 001:
Assessing Learning Sec School (3 credits)
7:20 pm – 10:10 pm W

Instructor Information:

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Class Location: ?????

COURSE DESCRIPTION

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.

COURSE LEARNING OUTCOMES

This course is designed to enable students to:	Assessment of this objective	Core Values
<ul style="list-style-type: none"> Plan formal and informal assessments of student understanding of content area knowledge identified in state and national standards; 	<p><i>Individual Unit Assessment Project, Report, and Presentation</i></p> <p><i>Preparation of Assessments</i></p>	<p>Research-based practice Ethical Leadership</p>
<ul style="list-style-type: none"> Design, construct, and evaluate the following assessments [diagnostic, formative, summative, confirmatory, authentic performance task]; 	<p><i>Individual Unit Assessment Project, Report, and Presentation</i></p> <p><i>Preparation of Assessments</i></p>	<p>Research-based practice</p>
<ul style="list-style-type: none"> Create multiple formats and strategies of assessment to target the diverse nature of learning in students and to encourage a variety of ways for students to exhibit understanding; 	<p><i>Individual Unit Assessment Project, Report, and Presentation</i></p>	<p>Research-based practice Innovation Collaboration Ethical Leadership</p>
<ul style="list-style-type: none"> Design rubrics that will be used to evaluate student work; 	<p><i>Individual Unit Assessment Project, Report, and Presentation</i></p> <p><i>Web search</i></p>	<p>Research-based practice Collaboration Ethical Leadership Social justice</p>
<ul style="list-style-type: none"> Create a formal classroom grading policy; 	<p><i>Individual Unit Assessment Project, Report, and Presentation</i></p> <p><i>Philosophy of Learning and Teaching</i></p>	<p>Research-based practice Ethical Leadership</p>
<ul style="list-style-type: none"> Provide a rationale for assessment using the research on teaching and learning; 	<p><i>Individual Unit Assessment Project, Report, and Presentation</i></p>	<p>Research-based practice</p>
<ul style="list-style-type: none"> Integrate subject matter across disciplines to impact curriculum, teaching, and assessment and collaborate in cross-discipline Professional Learning Teams to plan a unit of study; 	<p><i>Web search</i></p>	<p>Research-based practice Innovation Collaboration</p>
<ul style="list-style-type: none"> Examine the literature on teacher effectiveness and it's link to student learning; 	<p><i>Web search</i></p> <p><i>Philosophy of Learning and Teaching</i></p>	<p>Research-based practice</p>
<ul style="list-style-type: none"> Understand teacher evaluation 	<p><i>Philosophy of Learning</i></p>	<p>Research-based practice</p>

and the importance of teaching standards for professional growth; and	<i>and Teaching</i>	Ethical Leadership
<ul style="list-style-type: none"> • Reflect on teaching effectiveness and student learning while developing a Philosophy of Learning and Teaching appropriate for a professional portfolio. 	<i>Philosophy of Learning and Teaching</i> <i>Individual Unit Assessment Project, Report, and Presentation</i>	Research-based practice Social justice Innovation Collaboration Ethical Leadership

RELATIONSHIP TO PROFESSIONAL STANDARDS

At the end of this course students will demonstrate an understanding and application of subject area standards aligned with the *National Content Standards* and identified by their Specialized Professional Association (SPA); and an understanding and application of teaching and learning standards as outlined by *INTASC*.

National Content Standards for student’s respective discipline: NCSS, NCTE, NCTM, NSTA
National Council for the Social Studies <http://www.ncss.org/>
National Council of Teachers of English <http://www.ncte.org/>
National Council of Teachers of Mathematics <http://www.nctm.org/>
National Science Teachers Association <http://www.nsta.org/>
<http://books.nap.edu/readingroom/books/nses/>

INTASC: Interstate New Teacher Assistance and Support Consortium
<http://www.ccsso.org/content/pdfs/corestrd.pdf>

Virginia State Standards

- Virginia Department of Education <http://www.pen.k12.va.us/>
- State of Virginia, SOL Resources <http://www.pen.k12.va.us/VDOE/Instruction/sol.html>
- State of Virginia Standards of Learning Test Information <http://www.pen.k12.va.us/VDOE/src/SOLassessments.shtml>

NATURE OF COURSE DELIVERY

We will work to create a professional teaching and learning community that includes peer feedback. The course will be delivered through a variety of on-line, face-to-face, and individualized instructional approaches. Online sessions will be conducted in an asynchronous format, but you will be expected to post your own reflections and assignments and respond to peers’ and instructors’ postings and feedback by the end of each designated class day (midnight US Eastern Standard Time each Tuesday). Online classes are considered regular instructional time and the assignments given are the equivalent of a full in-class session. The online classes involve research, use of professional web sites, asynchronous discussions [during a specified time frame], email with the instructor and learning teammates, readings, projects, writing chronicles/ blogs, exploring plans, and other assignments. GMU’s BlackBoard course framework will be used regularly throughout the course.

*Access to the Internet to search for resources, lesson/unit plans, and to engage in online discussion is required at least 3x a week.

**Your GMU email address is required for communication with the course instructor – your GMU email account must be active by the first week of class.

Participation and Attendance

Attendance at all classes, for the entire class period is a course expectation. Successful completion of this course requires attendance at all classes and active participation in the discussions. Please notify instructor ahead of time if you must miss class and work with peers for missed material.

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.
- McTighe & Wiggins*, G. (2005). *Understanding by design, expanded 2nd ed.* 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).
- McTighe & Wiggins can be accessed** through Mason libraries. The link is: <http://magik.gmu.edu/cgi-bin/Pwebrecon.cgi?BBID=2018116>
Scroll down to "Links: Electronic resource available..." and click on the link.

Articles Provided:

- 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/>

COURSE MATERIALS ONLINE

The "My Mason/ Blackboard" site can be found at <http://mymason.gmu.edu>. Use the same login as your GMU email. Web-based documents and correspondence are accessible through a course Blackboard page which you must assess and use regularly throughout the course and which require you to be able to post and access. You must have access to GMU email. **Please inform of any accessibility problems the first day of class.**

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. 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.

Written and Oral Assignments:

All written assignments are to be word-processed (Times New Roman 12 and double spaced) and submitted electronically. Some of them will be posted on the course Blackboard site for others to see. On the cover page include your name(s), course title, project title, date, and as appropriate describe the target student population including the grade level, subject, and unit of study. Make each project something that you could eventually use in your teaching. 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.

1. Preparation of Assessments (25% of grade): As we complete the traditional forms of assessment, you will prepare a sample assessment of three items for each type that indicate to me you understand the concepts underlying each form. We are trying out each one because you will need a variety of forms of assessment to ensure fairness and equity across the student population you teach. You will complete one set each for: 1) selected-response, e.g., matching, true/false or fact/opinion; 2) multiple choice; and 3) completion and constructed response with a sample “scoring guide.” Each item needs to be aligned to the VA SOL and must incorporate references to the INTASC standards and content standards. Also, indicate how the item could be used as a diagnostic assessment, formative assessment, or summative assessment.

2. Web search (25% of grade): You will prepare an annotated bibliography of seven authentic and performance assessments in your discipline. Select a unit topic that is included in the Virginia Standards of Learning, widely taught in your discipline, and with which you are comfortable. Many teachers and professional associations around the country have posted their assessments on the World Wide Web. I would like you see what others are doing with your discipline. The format for the annotation is: Author. Date. Title. URL. Retrieved on date, and a description of the assessment and how it is scored.

3. Philosophy of Learning and Teaching (25% of grade).

You will create a list that highlights your philosophy of learning & teaching, specifically how assessment fits into your philosophy. You should use knowledge of all your licensure course work, readings, and classroom experience to address your beliefs about learning & teaching & assessment. Your philosophy should reference the INTASC standards and content standards. The list should express (1) how your philosophy influences (or will influence) your classroom practices and (2) examples of what you intend to do or have done related to educative assessment. This should be between 1 and 2 pages and written in a list format.

The scoring rubric for this assignment will be developed in class.

4. Individual Unit Assessment Project, Report, and Presentation (25% of grade). You will work collaboratively with another student in your subject area to design the assessment plan for a unit of instruction. Using the “Backwards Design Model,” each student will create/find/adapt all assessment instruments to be used with their students in their subject lessons throughout the unit of instruction. Students will use the unit as a starting point and design an assessment plan for each part of the unit that will be completed in their content classes. You will identify a topic and

corresponding standards you will or may be teaching during the school year. This project can be a unit you will use later in your teaching career.

Please note that you may include assessments created by other people—you don't need to create everything from scratch. You do need to reference the creator. You might find it helpful to use the assessments you created for assignments 1 and 2. Additionally, some schools have confirmatory assessments already built in (state exam for example).

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 that lists the following:

1. List the topic and essential questions, corresponding state and national standards, acceptable results.
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 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**

[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**

[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.]

6. ****Grading policy for the unit**

****All assessment instruments and rubrics should be submitted in photocopy ready format for students.**

Presentation: Assessment projects will be “presented” during the last class of the semester.

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 the Best Practice Showcase for the M.Ed. program and can also become part of your professional portfolio used for job placement.

GEORGE MASON UNIVERSITY POLICIES AND RESOURCES FOR STUDENTS

- a. Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [: [http:// oai.gmu.edu/honor-code/](http://oai.gmu.edu/honor-code/)].
- b. Mason Email – Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301ge.html>].
- c. Counseling and Psychological Services – The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students’ personal experience and academic performance [See <http://caps.gmu.edu/>].
- d. Office of Disability Services – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of the semester <http://ods.gmu.edu/>.
- e. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- f. The Writing Center (Optional Resource) – The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- g. University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].
10. Core Values Commitment: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.
11. GSE website: www.gse.gmu

CEHD Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

CEHD Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Emergency Procedures

You are encouraged to sign up for emergency alerts by visiting the website <https://alert.gmu.edu>. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on <http://www.gmu.edu/service/cert>.

TENTATIVE CLASS SCHEDULE

Please note: This course requires a significant amount of reading in a short period of time. I value the reading assessments and have therefore built in time to the schedule to help you accomplish some of the reading during several online class sessions. Please stay on top of the reading and use the time I have provided to complete the reading.

<u>Date</u>	<u>Topic</u>	<u>Assignment Due/Readings Due (complete the listed reading before class)</u>
8/28 Thompson Hall L003	Introductions; Create Rubrics; Accountability, Data-based decisions at all levels	Read TBTB Preface
9/4	Reliability, Validity, Feedback; Every task is an opportunity for feedback READ!	Read TBTB Ch1-4 Read CFU Ch 1 Read Fluckiger Article
9/11 Online	Traditional Forms of Classroom-based Assessment READ!	Read Guskey Article Complete blackboard discussion board posting
9/18	Diagnostic, Formative, and Summative Assessment Overview	Read TBTB Ch 5-10
9/25	No Class Meeting: Work on Assignment 1	
10/2 Online	Post and Feedback on Blackboard	Assignment 1 Due Post assignment 1 to blackboard
10/9 Thompson Hall L003	Building Tests/Writing Good Items; Selecting Instructional Goals and Objectives; Backward Design	Online Search "SMART Goals." Read an online resource about SMART goals. Read UBD Ch 3
10/16	Authentic Assessment READ!	Read CFU Ch 2-5
10/23 Online	Checking for Understanding READ!	Assignment 2 Due Read CFU Ch 6-7 Complete blackboard discussion board posting
10/30	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?)
11/6	Backward Design; Rubrics	Assignment 3 Due

	READ!	Read UBD Ch1, Ch2, Ch 7 Work on Unit
11/13	Grading and Reporting; Accountability; Grading. . .tools available (whiteboards, survey monkey, turning point)	Read O'Connor Article Read UBD Ch 12
11/20	Unit work and Reading day READ!	Finish reading all books: UBD (Ch 13) TBTB (Ch 11) CFU (afterword)
11/27	Thanksgiving Recess	
12/4	Presentations	Assignment 4 Due
12/6 TBD	Submit all outstanding work, individual conferences	

*Every student registered for any Secondary Education Program course with a required performance-based assessment (will be designated as such in the syllabus) is required to submit this assessment, (**Individual Unit Assessment Project and Report**) to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor.) Evaluation of your performance-based assessment will also be provided using TaskStream. Failure to submit the assessment to TaskStream will result the course instructor reporting the course grade as Incomplete(IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.*

Rubric for the PBA (*Individual Unit Assessment Project and Report*)

	4	3	2	1
Standards	Appropriate Content, Thinking level, each activity is aligned	Appropriate content, sometimes not appropriate thinking level.	Not appropriate thinking level and not aligned, but appropriate content	None - no standard, not appropriate thinking level, not aligned
Activities	4 activities for the Standard			Fewer than 4 activities

Assessments	Tied to the activities, example of each type of assessment (3 types)	Tied to the activities, but missing an assessment for an activity		Missing a type of assessment.
Report Structure	Table of contents is clear, List of References, APA format, generally error free	Minor errors in APA	Minor errors and unclear table of contents	Major errors and or missing table of contents
Presentation Structure	engages the audience with appropriate explanations of content	sometimes provides explanations of content that sometimes engages the audience	Presentation is under 5 minutes and is not relevant	No presentation
Includes final assessment	Present			Not present
	4	3	2	1