



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

Spring 2014
EDUC 674 001:
Assessing Learning Sec School (3 credits)
4:30 pm – 7:10 pm W

Instructor Information:

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Office hours: Email to set appt.

Office:

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Class Location: Planetary Hall 126

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; 	<i>Individual Unit Assessment Project, Report, and Presentation</i>	Research-based practice Ethical Leadership
<ul style="list-style-type: none"> Design, construct, and evaluate the following assessments [diagnostic, formative, summative, confirmatory, authentic performance task]; 	<i>Individual Unit Assessment Project, Report, and Presentation</i>	Research-based practice
<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; 	<i>Individual Unit Assessment Project, Report, and Presentation</i>	Research-based practice Innovation Collaboration Ethical Leadership
<ul style="list-style-type: none"> Design rubrics that will be used to evaluate student work; 	<i>Individual Unit Assessment Project, Report, and Presentation</i> <i>Web search</i>	Research-based practice Collaboration Ethical Leadership Social justice
<ul style="list-style-type: none"> Create a formal classroom grading policy; 	<i>Individual Unit Assessment Project, Report, and Presentation</i> <i>Philosophy of Learning and Teaching</i>	Research-based practice Ethical Leadership
<ul style="list-style-type: none"> Provide a rationale for assessment using the research on teaching and learning; 	<i>Individual Unit Assessment Project, Report, and Presentation</i>	Research-based practice
<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; 	<i>Web search</i>	Research-based practice Innovation Collaboration
<ul style="list-style-type: none"> Examine the literature on teacher effectiveness and it's link to student learning; 	<i>Web search</i> <i>Philosophy of Learning and Teaching</i>	Research-based practice
<ul style="list-style-type: none"> Understand teacher evaluation and the importance of teaching standards for professional 	<i>Philosophy of Learning and Teaching</i>	Research-based practice Ethical Leadership

growth; and		
<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. 	<p><i>Philosophy of Learning and Teaching</i></p> <p><i>Individual Unit Assessment Project, Report, and Presentation</i></p>	<p>Research-based practice</p> <p>Social justice</p> <p>Innovation</p> <p>Collaboration</p> <p>Ethical Leadership</p>

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. If you miss the equivalent of more than one class session you must see the instructor about dropping the course.

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.

Late Assignments

Should a student find him/herself in a situation that requires late work submission, the student should remember the following guidelines:

1. Arrangements for extensions are made with your instructor. As much as possible, requests for extensions are to be made prior to the time the assignment is due.
2. Students should make every effort to honor any extension deadlines granted by an instructor.
3. Grading of late work is at the sole discretion of the instructor.

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. Attendance and Participation (25% of grade): Attendance at all classes, for the entire class period, is a course expectation. Absences will affect the attendance grade. If you miss the equivalent of more than one class session you must see the instructor about dropping the course. Being on time is also essential and lateness will affect the grade. Participation in discussions (in class and discussion boards) is integral to the theory/practice connections that will be made in this course [discussions online count as 80% of the participation grade (20pts)]. Each discussion board post should mention at least two specific points from the article or reading, answer all questions posed by the instructor, include the connection of information in the article or reading to personal experience, and the final requirement is to discuss another classmate’s post (feel free to discuss one point you like/agree with, and one point you dislike/disagree with and explain why).

2. Web search (25% of grade): You will prepare an annotated bibliography of nine assessment items in your discipline; three selected response, e.g., matching, true/false or fact/opinion items; three multiple choice items; and three constructed response items with a sample “scoring guide.” 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, a brief description of the assessment, and I would also like you to indicate how the item could be used as a diagnostic assessment, formative assessment, or summative assessment.

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

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. Presentation: Each individual will have 8 minutes to report on the assessment unit. There is not be time to cover everything during this presentation. Therefore, provide an overview and then pick 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 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>
1/22 Planetary Hall 126	Introductions; Create Rubrics; Accountability, Data-based decisions at all levels	Read TBTB Preface
1/29 Planetary Hall 126	Reliability, Validity, Feedback; Every task is an opportunity for feedback	Read TBTB Ch1-4 Read CFU Ch 1 Read Fluckiger Article
2/5 Online	Traditional Forms of Classroom-based Assessment	Read Guskey Article Complete blackboard discussion board posting
2/12 Online	Diagnostic, Formative, and Summative Assessment Overview	Read TBTB Ch 5-10 Complete blackboard discussion board posting
2/19 Online	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
2/26 No class	Please use this time to work on Web Search Assignment.	
3/5 Online	Checking for Understanding	Web Search Assignment Due Read CFU Ch 2-7 Complete blackboard discussion board posting
3/12 Spring Break	Spring Break	

3/19 Online	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?) Complete blackboard discussion board posting
3/26 Planetary Hall 126	Chris Quizzes and other strategies. Final project details, sharing out your project topic, and group work.	
4/2 Online	Backward Design; Rubrics	Philosophy of Learning and Teaching Assignment Due Read UBD Ch1, Ch2, Ch 7 Work on Unit
4/9 Planetary Hall 126	Grading and Reporting; Accountability; Grading. . .tools available (whiteboards, survey monkey, turning point)	Read O'Connor Article Read UBD Ch 12
4/16 Online	Unit work and Reading day	Finish reading all books: UBD (Ch 13) TBTB (Ch 11) CFU (afterword) Complete blackboard discussion board posting
4/23 Planetary Hall 126	Workshop	
4/30 Planetary Hall 126	Presentations	Individual Unit Assessment Project, Report, and Presentation Assignment Due
5/7	Submit all outstanding work, individual conferences	

Rubric for the *Individual Unit Assessment Project and Report*

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	Plan Includes	3	2	1	0	Points Earned
Theme and Essential Questions	<ul style="list-style-type: none"> • Standards of Learning • National Content Standards • INTASC 	The instructional goals are clearly and directly aligned to the standards, leading directly to the “big ideas.”	The instructional goals and objectives are vague and only loosely aligned to the standards, leading to the “big idea”	The instructional goals and objectives are vague and not aligned to the standards, may or may not lead to the “big idea”	The instructional goals and objectives are not present and not aligned to the standards	
	Outline	Shows placement of each assessment within the unit in a clear, organized fashion The outline describes each type of instrument	Shows placement of each assessment within the unit The outline describes each type of instrument	Shows placement of most assessments within the unit The outline describes most types of instruments	Does not show placement of assessments within the unit The outline does not describe most types of instruments	
	Description	References cited using APA format (if not general knowledge) Clear and precise description of why all instruments were chosen	References cited using APA format (if not general knowledge) Description of why all instruments were chosen	References cited (if not general knowledge) description of why most instruments were chosen	References are not cited (if not general knowledge) no description of why instruments were chosen	
	Grading Policy	Clear and concise Includes: point value/weight of each assignment, scale for grading, information about special situations like absences and late work, etc	Includes: point value/weight of each assignment, scale for grading, information about special situations like absences and late work, etc	Includes most of the following: point value/weight of each assignment, scale for grading, information about special situations like absences and late work, etc	Does not include the following: point value/weight of each assignment, scale for grading, information about special situations like absences and late work, etc	
	Response to Design Standards	A reflective piece, thoughtful, well organized	Simple response	Vague response	No Response	

EDUC 674 Individual Unit Assessment Project and Report Rubric Page 2 of 2

	Plan Includes	3	2	1	0	Points Earned
Appendices	Diagnostic Assessment Used to ascertain prior knowledge including strengths, weaknesses, knowledge, and skills	One or more carefully thought out instrument matching assessment criteria	One carefully thought out instrument matching assessment criteria	Instrument(s) missing aligned assessment criteria	N/A	
	Formative Assessment(s) Integral part of instruction, informs and guides teachers as they make instructional decisions	Three or more assessments that provide the opportunity for students to rethink, rehearse, revise, and refine their work	Two assessments that provides the opportunity for students to rethink, rehearse, revise, and refine their work	Assessments provide minimal opportunity for students to rethink, rehearse, revise, and refine their work	Assessments provide no opportunity for students to rethink, rehearse, revise, and refine their work	
	Summative Assessment A test at the end of a chapter or unit	One or more carefully thought out instrument matching assessment criteria	One carefully thought out instrument matching assessment criteria	Instrument(s) missing aligned assessment criteria	N/A	
	Confirmatory Assessment Reaffirms previous test results—questions similar to VA SOL test format	One or more carefully thought out instrument matching assessment criteria	One carefully thought out instrument matching assessment criteria	Instrument(s) missing aligned assessment criteria	N/A	
Column Total						