

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
EDUCATIONAL PSYCHOLOGY PROGRAM**

EDEP 592 Section D01: Data-Driven Decision-Making: Development of Assessments
3 Credits, Fall 2017
August 28, 2017 to December 9, 2017

Faculty:

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COURSE DESCRIPTION

A. Prerequisites/Corequisites

None

B. University Catalog Course Description

This course focuses on strategies to design assessments for students and schools with a particular emphasis on developing and using assessment methods to inform instructional decisions.

COURSE DELIVERY METHOD

This course will be delivered online using asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August 21, 2017.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).

Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.

Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.

Expectations

Course Week:

Because asynchronous courses do not have a "fixed" meeting day, our week will start on Sunday and finish on Saturday. Assignments will be posted on Sunday night and due dates will be attached.

Log-in Frequency:

Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 1 time per week.

Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

LEARNER OUTCOMES AND OBJECTIVES

Emphasis in this second course in the DDDM certificate program will be the development of assessments and the relevant associated tasks and conceptual underpinnings.

By the end of this asynchronous online course students will be able to:

- Explain how data from multiple frameworks are used to inform decision making about learning and teaching.
- Explain the cognitive bases for learning and their connections to various forms of assessments of learning.

- Analyze learning artifacts (e.g., lesson plans, assessment reports) in terms of their cognitive demands and determine an appropriate assessment of the expectations for students.
- Apply multiple learning hierarchies to teaching and assessment of student progress.
- Design classroom-based tests that meet standards for sound assessment interpretation.
- Explain the range of testing and data analyses issues that educators confront and describe sound ways to handle those issues effectively.
- Discern critical issues related to the role of DDDM in public school accountability and high-stakes testing—including issues of social justice.
- Design classroom-based tests that meet professional standards for sound assessment and testing.

PROFESSIONAL STANDARDS

The goal of the course is to facilitate each educator's reaching a level high of competence and professional-level understanding of assessment design practices used in making decisions related to continuous improvement in student learning. Learner outcomes are consistent with the Educational Psychology Program standards. The standards, as expressed as learner outcomes for assessment for data-driven decision making, are:

- Apply basic principles of sound assessment practices for addressing specific educational needs.
- Distinguish between the nature and uses for norm-referenced and criterion-referenced assessment.
- Educators will demonstrate an understanding of the basic concepts, principles, techniques, approaches, and ethical issues involved in educational assessment.
- Select and develop assessment methods appropriate for instructional decisions.
- Administer, score, and interpret the results of both externally-produced and teacher-produced assessment instruments.
- Use assessment results in instructional planning, teaching, developing curriculum, and school improvement.
- Recognize and appropriately act against unethical, illegal, and otherwise, appropriate assessment methods and uses of assessment information.
- Recognize the implications of educational assessments for social justice in schools.
- Discern critical issues related to the role of the design of assessments for school accountability and high stakes testing.
- Gather evidence from multiple sources of data to draw valid inferences about student learning.
- 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

TECHNOLOGY REQUIREMENTS

Hardware

You will need access to a Windows or Macintosh computer with at least 2 GB of RAM and access to a fast and reliable Internet connection. A larger screen is recommended for better visibility of course material. A headset with a microphone is recommended for the best experience.

Software

This course will use Blackboard as the learning management system. You will need a browser and operating system that are listed compatible or certified with the Blackboard version, a list of which is available on the myMason Portal. See supported browsers and operating systems.

Log in to myMason to access your registered courses. Online courses typically use Acrobat Reader, Flash, Java, and Windows Media Player, QuickTime and/or Real Media Player. Your computer should be capable of running current versions of those applications. Also, make sure your computer is protected from viruses by downloading the latest version of Symantec Endpoint Protection/Anti-Virus software for free [here](#). Students owning Macs or Linux should be aware that some courses may use software that only runs on Windows. You can set up a Mac computer with Boot Camp or virtualization software so Windows will also run on it. Watch this video about using Windows on a Mac. Computers running Linux can also be configured with virtualization software or configured to dual boot with Windows.

Note: If you are using an employer-provided computer or corporate office for class attendance, please verify with your systems administrators that you will be able to install the necessary applications and that system or corporate firewalls do not block access to any sites or media types.

REQUIRED TEXT

Chappuis, J. (2015). *Seven strategies of assessment for learning* (2nd ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Chappuis, J., Stiggins, R., Chappuis, S., and Arter, J. (2012). *Classroom assessment for student learning: Doing it right – using it well* (2nd ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Popham, W. J. (2011). *Transformative assessment in action: An inside look at applying the process*. Alexandria, VA: ASCD.

COURSE MATERIALS

Additional course readings and materials will be posted to the Blackboard site, as needed.

COURSE PERFORMANCE EVALUATION

Course assignments will be uploaded to the Blackboard site by their due date.

1. Class Participation (10 points)

Participation in course discussion prompts and discussion questions is essential in ensuring the course progresses and opportunities for student self-assessment of learning are available. It is an expectation that professional discussions between participants (including the instructor) are maintained during the each week of the course in order to explore the course content in a meaningful and applicable way.

2. Assessment Development (90 points)

The assessment plan is the major work product of this course. It will be complete when all of its elements are finished by the end of the course. That is, each completed element is built upon by a later part of the assignment. Consider the standards you select in (2a) very carefully as you think about completing the remainder of the assessment plan.

2a. Standard Deconstruction and Learning Targets (15 points)

Select a set of standards that form a coherent unit of instruction (You should choose three but no more than four standards). At least one standard must target beyond knowledge.

Provide a brief contextual description of your settings, course, and students.

Identify the standards that are addressed in the unit of instruction; be sure to reference the guiding document.

For each standard, deconstruct the standard as provided by the guidance on pages 61 to 66. A template for each standard is available on the Blackboard site for this (*Standard Deconstruction Template*).

Each deconstruction should include:

- the types of targets (knowledge, reasoning, skill or product) implicated by the standard (see the middle section of the figure on page 62 to see how the targets are generally related – note, for example, that a product target generally requires knowledge, reasoning, and skill targets, as well);
- the prerequisite knowledge that students would need in order to reach mastery of the standard; and
- a justification that alignment and reasonableness has been confirmed.

Phrase the learning targets in student-friendly language.

Provide a reasoning for why you selected these particular standards to work on this term.

2b. Assessment Method and Assessment Blueprint (15 points)

Considering the learning targets from (2a), select the assessment method(s) and prepare the assessment blueprint.

Identify the how the information from the assessment will be used. Be sure to make note of the various users of the information and how each will use it (at the very least, students and teachers will use the assessment information).

Identify each of the learning targets to be assessed.

Identify the method of assessment for each learning target. Justify your selection with reference to best practice as discussed in the readings. At least one item must require a rubric in order to be able to complete Assignment 2c.

Determine the number of items that you would like to use to evaluate whether or not you can be confident a student has developed mastery. Specifically, reference the question on the top of page 108 as you make your decisions. Provide a brief justification for your selections.

Complete the *Assessment Blueprint* found on the Blackboard site.

Phrase the learning targets in student-friendly language.

2c. Rubric Development (15 points – 10 for initial rubric / 5 for revisions with explanations)

For one of the items in your blueprint that requires a rubric for scoring, write the assessment item and develop the rubric for its scoring.

Note: Attempt to develop a general rubric for the assessment item rather than a task-specific rubric. This will allow you to use the rubric instructionally in addition to using it against which you score items.

Develop the assessment item for a single learning target from your blueprint. Be sure to provide context for how the item provides evidence for the learning target. Be specific here.

Using the Figure 7.8 and the best practices highlighted throughout Chapter 7 and in the supplemental readings, develop an instructional rubric against which the item in the previous bullet will be scored.

Descriptively evaluate your rubric against the *Rubric for Rubrics* posted on the Blackboard site. Do not make changes to the rubric at this time. Instead, simply make notes elsewhere about the elements or areas where you would like to improve your first rubric.

Score another student's rubric against the *Rubric for Rubrics* posted on the Blackboard site. (You will be provided another student's rubric to score without knowing whose it is.)

Compare your thoughts about your initial rubric with what your classmate provided, and discuss changes you would make or why you would stick to your original rubric.

For those that took 591 last term, please review your rubric assignment and use this as a starting point for continuing to improve the rubric according to best practices outlined in the text. Contact me if this is the case.

2d. Item Development (30 points)

This assignment is the full development of the items for your assessment. Be sure to recall that you already wrote one item in Assignment 2c.

Using your blueprint, develop assessment items to satisfy the requirements of the blueprint.

Due to the fact that your standards, assessment purpose and learning targets guide the number of items you should develop, there is effectively no maximum number of items for this assignment element. However, to keep this manageable, you should present 12 – 15 items for the assignment even if you would use more according to your blueprint. If needed, avoid duplicating items for a single learning target. You can develop more items later for practical use.

2e. Evaluation and Scoring (15 points)

The final element of this course project is to evaluate a selection of your items for reliability, validity and bias. Additionally, you will conclude the assignment with a discussion of the scoring and its interpretation.

Using the items that your instructor highlighted for you, evaluate them and suggest revisions to address concerns of reliability, content/construct validity or bias.

Reference the text or other resources for support.

Justify a scoring and interpretation guide for the assessment. Provide specific information as to how students will perform to be reported as proficient or not proficient, and be sure to provide information on how the assessment results will inform your instruction.ds

GRADING

A+ = 98 – 100	B+ = 87 – 89	C = 70 – 79	F = below 70
A = 93 – 97	B = 83 – 86		
A- = 90 – 92	B- = 80 – 82		

PROFESSIONAL DISPOSITIONS

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

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 (see <http://cehd.gmu.edu/values/>).

GMU POLICIES AND RESOURCES FOR STUDENTS

Policies

Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).

Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).

Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).

Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>
- 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/>).
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Tentative Course Organization & Schedule

Faculty reserve the right to make changes with notice to students.

Note that the readings are from the two Chappuis et al. and Chappuis texts – additional readings from Popham will be posted as appropriate.

Date	Topics	Required Reading	Homework Class Activities Due Dates
August 28	Welcome video Orientation to the course Meet-and-greet		Watch Welcome Video Meet-and-greet forum
September 5	Structuring teaching and assessment for learning Purposes of assessment	Chappuis et al. Chapters 1 & 2 Chappuis Chapter 1	Watch Video 1 Watch Video 2
September 11	Learning targets, standards and curriculum	Chappuis et al. Chapter 3 Chappuis Chapter 2	Watch Video 3
September 18	Assessment design Assessment blueprints Traditional assessment types overview	Chappuis et al. Chapter 4	Assignment 2a DUE September 24 Watch Video 4 Watch Video 5
September 25	Rubrics	Chappuis et al. Chapters 7 (226 – 245)	Watch Video 6
October 2	Classroom assessment	Chappuis et al. Chapter 8	Assignment 2b DUE October 8

October 10	Feedback and self-assessment Metacognition	Chappuis Chapters 3 & 4	Watch Video 7
October 16 October 23	Writing assessment items Thinking about technology-enhanced items and online assessment	Chappuis et al. Chapters 5, 6 & 7 (204 – 225)	Assignment 2c DUE October 23 Watch Video 8 Watch Video 9 Watch Video 10 Watch Video 11
October 30 November 6	<i>No new class material – time provided to work on writing assessment items consistent with your blueprint. Required check-in on November 6, 7 or 8 online with me using Blackboard Collaborate. Sign-up for times will be provided.</i>		
November 13	Validity, reliability and Bias Scoring and grading	Selected readings posted to Blackboard site Chappuis et al. Chapter 10	Assignment 2d DUE November 19 Watch Video 12
November 20	<i>No class – Thanksgiving week break</i>		
November 27	Portfolios: Student growth	Chappuis et al. Chapter 11	
December 4	Noncognitive assessment Standardized assessment	Selected readings posted to Blackboard site	Assignment 2e DUE December 4 Watch Video 13

Attendance & Participation Rubric

Student participation is imperative to student learning and a successful class. The following rubric outlines how student participation scores will be determined in this course. All students are expected to demonstrate specific characteristics and actions throughout the semester. The quality and quantity of these actions will determine the points assigned for participation. Students are expected to:

Be present and well prepared for class.

Participate fully in class activities and assignments – take an active part in small and large group discussions and pay attention to class lectures.

Make insightful comments informed by required readings and that demonstrate reflection on those readings. Specifically, students should come to class with questions, comments, and thoughts on the current readings.

Each of these criterion will be assessed on a 5-point scale:

5 = Student consistently demonstrated the criterion throughout the semester.

4 = Student frequently demonstrated the criterion throughout the semester.

3 = Student intermittently demonstrated the criterion throughout the semester.

2 = Student rarely demonstrated the criterion throughout the semester.

1 = Student did not demonstrate the criterion throughout the semester.

The participation grade will be calculated as the sum of points the three criteria.

Assignment Rubrics

Rubrics for the various assignments are provided with the details of the expectations of the assignment on the Blackboard site under *Assignments*.