

EDUC 797: Section 003
Advanced Topics in Education
Assessment - Research, Policy, & Practice

3 Credits – Fall 2017
Wednesdays/4:30 – 7:10 pm, Robinson Hall A, Rm. 243, Fairfax Campus

Professor: Lorraine Valdez Pierce, Ph.D.
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University Catalog Course Description

Advanced study of selected topics in education for students preparing for doctoral studies or who have been admitted to the PhD program in education. Note: May be repeated for credit with GSED approval. Offered by [Graduate School of Education](#). May be repeated within the term.

Registration Restrictions: Enrollment is limited to Graduate or Non-Degree level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

Course Overview

This course examines the roles of and intersections among research, policy, and practitioner applications of student assessment in the United States, with emphasis on implications for cultural and language minority students and English language learners. We will explore the following questions:

- 1) What role does research play in the assessment practices of teachers?
- 2) How are national, state, and local student assessment policies formulated and by whom?
- 3) What do educators need to know about assessments being used in schools?
- 4) What do we know about formative assessment and its role in promoting student learning?
- 5) How are teacher education programs preparing educators to use various kinds of assessments in the schools?
- 6) How are administrators being prepared to use assessment data?
- 7) How are teachers and administrators being prepared for assessment literacy?

Among the topics addressed are: examining research on assessment of PreK-12 students, and in particular with ESL, bilingual, language learning, or culturally/racially diverse students; the role of research in setting educational assessment policy; basic assessment principles such as reliability and validity; designing and using a range of assessments to support and promote student learning; developing scoring rubrics and other performance-based assessments, including peer and self-assessments; improving grading practices; reviewing language proficiency and other state-mandated tests; assessing language learners with special needs; writing multiple-choice tests; and preparing students to take standardized tests.

Course Delivery Method

Course delivery is accomplished in a combination of ways in order to meet the needs of diverse learners and learning styles. Methods of instruction include presentations by both the instructor and students, teacher-led class discussions, small group activities, and field experiences. Instructors may also use videos, webcasts, guest speakers, integration of technology, and discussion boards. The course is delivered face-to-face, with some work delivered through postings of resources and assessments on Blackboard.

Learner Outcomes

This course is designed to enable doctoral candidates to do the following:

1. *Critically examine* education policies on assessment at international, national, state, and local levels;
2. *Critically review* research on assessments, including digital versions, used with racial, cultural and language minority students;
3. *Define and apply assessment principles and terminology* to assessment of language learners and other minority students;
4. *Critically review assessment measures* for validity, reliability, and cultural bias, and make recommendations for use with language learners and other minority students;
5. *Identify issues in assessment of language learners with special needs*, such as learning disabilities and/or gifted and talented characteristics;
6. *Design a variety of assessment measures and administer to students in* (a) one or more of the four language domains [listening, speaking, reading, and writing] and (b) one or more content areas;
7. *Draft clear and objective performance criteria for scoring assessment tasks*;
8. *Examine research on grading policies and practices for misconceptions and recommended approaches for use with language learners*;
9. *Compare purposes, advantages, and limitations* of standardized tests to those of formative assessments; and
10. *Identify test-taking strategies for preparing language learners to take standardized tests.*

PROFESSIONAL STANDARDS

Upon completion of this course, students will have met the following professional standards:

Teachers of English to Speakers of Other Languages (TESOL) Standards

TESOL Domain 4 – Assessment - Candidates understand issues of assessment and use standards-based assessment measures with ESOL students.

a. *Standard 4.a. Issues of Assessment for ESL.* Candidates understand various issues of assessment (e.g. cultural and linguistic bias, political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g. standardized achievement tests of overall mastery), as they affect ESOL student learning.

b. *Standard 4.b. Language Proficiency Assessment.* Candidates know and use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL students.

c. *Standard 4.c. Classroom-Based Assessment for ESL.* Candidates know and use a variety of performance based assessment tools and techniques to inform instruction.

TESOL Domain 5. Professionalism - Candidates keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with colleagues and the community to: improve the learning environment, provide support, and advocate for ELLs and their families.

Standard 5.a. ESL Research and History

Candidates demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform teaching and learning.

Standard 5.b. Professional Development, Partnerships, and Advocacy

Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.

American Council on the Teaching of Foreign Languages (ACTFL) Standards

Standard 5 - Engage in Professional Growth and Leadership: Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. [5c].

InTASC Standards

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learning progress, and to guide the teacher's and learner's decision making.

REQUIRED TEXTS

Gottlieb, M. (2016). *Assessing English language learners: Bridges to educational equity*. (2nd ed.). Thousand Oaks, CA: Corwin Press.

Popham, W.J. (2017). *Classroom assessment: What teachers need to know*. 8th ed. New York: Pearson.

Smith, W.C. (Ed.). (2016). *The global testing culture: Shaping education policy, perceptions, and practice*. Oxford, UK: Symposium Books, Ltd.

RECOMMENDED TEXTS

Brown, H.D. & P. Abeywickrama. (2010). *Language assessment: Principles and classroom practices*. White Plains, NY: Pearson Longman.

Herrera, S. G., K. G. Murry, & R. M Cabral. (2012). *Assessment accommodations for classroom teachers of culturally and linguistically diverse students*, 2nd ed. New York: Pearson.

For Conducting & Analyzing Surveys

Creswell, J. W. (2014). *Educational Research: Planning, conducting, and evaluating quantitative and qualitative research*, 5th ed. Columbus, OH: Pearson.

Mills, G. E. & L.R. Gay. (2015). *Educational research: Competencies for analysis and applications*, 11th ed. Columbus, OH: Pearson.

Resources Available on Blackboard

Additional Required & Recommended Readings

Collaborate – virtual office hours & team meetings

Online Resources

Assessment for Learning – Curriculum Corporation

http://www.assessmentforlearning.edu.au/professional_learning/professional_learning_landing.html

Assessment Literacy Resources – NorthWest Evaluation Association

<https://www.nwea.org/assessment-literacy/>

Classroom Assessment Standards-Joint Committee on Standards for Educational Evaluation

<http://www.jcsee.org/>

Information on Formative Assessment – National Center on Educational Outcomes

<https://nceo.info/Assessments/formative>

SELECTED READINGS (see Blackboard for additional readings)

Books

- American Educational Research Association, American Psychological Association, & the National Council on Measurement in Education. (2014). *Standards for Educational and Psychological Testing*. Washington, DC: American Educational Research Association.
- Arter, J. & J. McTighe. (2001). *Scoring rubrics in the classroom*. Thousand Oaks, CA: Corwin Press.
- Basterra, M., Trumbull, E., & G. Solano-Flores. (2011). *Cultural validity in assessment*. New York: Routledge.
- Chappuis, J. & Stiggins, R.J. (2016). *An introduction to student-involved assessment FOR learning*, 7th ed. Boston: Pearson.
- Hughes, A. (2002). *Testing for language teachers*. (2nd ed). Cambridge, UK: Cambridge University Press.
- O'Malley, J.M. & L.V. Pierce (1996). *Authentic assessment for English language learners: Practical approaches for teachers*. Boston: Pearson Longman.
- Pierce, L.V. (2003) *Assessing English Language Learners*. Washington, DC: National Education Association.
- Popham, W. J. (2011). *Transformative assessment*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Stiggins, R. (2017). *The perfect assessment system*. Alexandria, VA: The Association for Supervision & Curriculum Development (ASCD).

Classic Articles

- Amrein, A. L. & D. C. Berliner. (2002). High stakes testing and student learning. *Education Policy Analysis Archives* 10, 18.
- Black, P. & D. Wiliam. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80 (2), 139-148.
- Chappuis, J. (2005). Helping students understand assessment. *Educational Leadership* 63 (3), 39 – 43.
- Nichols, S. L. & D.C. Berliner. (2005). *The inevitable corruption of indicators and educators through high-stakes testing*. Education Policy Research Unit. Tempe, AZ: Arizona State University.
- Stiggins, R. J. (2002, June). Assessment Crisis: The absence of assessment for learning. *Phi Delta Kappan* 83 (10): 758-765.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor in this syllabus and on Blackboard.

Assignments

<i>Assignment Description</i>	<i>Percent of Grade</i>	<i>Standards Addressed</i>
Critique of a Test	30%	
Assessment Literacy Survey	35%	
Assessment Design Project	35%	

Written papers (saved as Word documents) and Powerpoint slides (saved as slides) will be submitted both online and in paper copy by class time on the due date.

COURSE REQUIREMENTS

1) CRITIQUE OF A TEST - Paper

Review and critique a language proficiency or state-mandated standardized test currently used in PreK-12 public schools to determine placement in ESOL or other programs or for accountability purposes. Prepare a critique of the test using assessment principles, including validity, reliability and practicality. Make recommendations for using the test with English language learners or language, cultural, or racial minority students based on research and on our assigned readings. Doctoral students are expected to meet the highest standards of writing, so please adhere to the APA Manual's guidelines for writing and publishing – and check the rubric for expectations. You will receive feedback on both the content of your review and on the quality of your writing. Additional details for this assignment can be found on Blackboard.

2) ASSESSMENT LITERACY SURVEY - Presentation

Conduct a survey, either electronically or on paper, to determine practitioners' views and understanding of assessment principles, purposes, and formats and to find out what kinds of assessments they use with their students and what they do with the results. After getting feedback and approval from the course instructor on your DRAFT survey, administer it to a variety of educators, including PreK-12 teachers (grade-level, ESOL, bilingual education, special education), school administrators, and teacher educators (professors). Make sure to get at least ten respondents for your survey.

Design your survey with at least ten items, five quantitative (single answer such as multiple-choice test) and five qualitative (open-ended response) items. Analyze responses to your survey questions using methods appropriate to the data type. Support your conclusions with citations and references to our assigned readings. Present your survey purpose, design, and analysis of results in a 20-min. presentation in class. Details on Blackboard.

3) ASSESSMENT DESIGN PROJECT - 3 -3 -3 – Paper

Design at least three formative assessments in at least three different formats (item types) and try them out with at least three students in one or more public school classrooms (Grades 3 – 12). Each assessment must include an assessment task and a scoring tool. Prepare a paper describing and defending the design of each of your assessments for validity, reliability, and fairness and describing how you might improve each assessment design based on student results. Identify an instructional focus using your own classroom or working with a cooperating teacher and describe the level/age/grade/content of the students you will be assessing. Of your three assessments, at least one must be language-based (listening, speaking, reading, OR writing) and one must be content-based (literary elements or research, math, science, social studies). For a variety of formats, one of your assessments must be performance-based, another must be selected-response, and another needs to be constructed response. Provide scaffolding for the assessments appropriate to your language learners’ age and proficiency levels. Base your design and justification on our assigned class readings. More details on Blackboard.

Other Requirements

Please Note – Submission Requirements

*Written papers and Powerpoint slides will be submitted BOTH online and in paper copy by the specified deadline. Only Word documents and Powerpoints will be accepted for work generated by each candidate (not PDF documents). No cell phone or other photo images of required documents will be accepted. **UPLOAD COURSE REQUIREMENTS TO BLACKBOARD UNDER ASSESSMENTS.***

File-Naming Protocol

In this course, please name each electronic file submitted for feedback, for a score or for a grade using the following protocol:

YOUR LAST NAME_FIRST INITIAL_Requirement Name_mmddyy

(Month Day Year of Date Submitted)

EXAMPLE: VALDEZ_L_CBA Project092517

Attendance and Participation

Active participation is expected of each student in every class. You are expected to arrive in class on time and to contribute to the activities and discussions by critically analyzing issues, asking questions, or making observations about and reflecting on the readings indicating your thorough preparation for the class. You are responsible for all assigned coursework and readings. Please send the instructor an email explaining any planned or unplanned absence PRIOR to your absence. It is your responsibility to obtain any materials distributed in any class you may have missed.

Professional Standards of Dress & Behavior When Visiting Schools

When you visit a school as a graduate student and non-employee, you are representing George Mason University and the Graduate School of Education. You will make an impression, positive or negative, based on how you dress and act and how you address each teacher and administrator. Schools are often looking to hire our candidates, so you will be under scrutiny based on the first impression you make. Remember to dress professionally (no sneakers, spandex, T-shirts, workout clothes), speak professionally (use terms that show respect for teachers, admins, and students), and show professional courtesy by calling ahead and notifying them if you need to cancel a scheduled visit.

What to do if you do not have ACCESS to Students in Grades 3 – 12 Classrooms

Let the course instructor know as soon as possible so that we can make arrangements for you to have access to these students.

LAPTOP/CELL PHONE POLICY

Laptop use is permitted at the discretion of the instructor and for specific purposes as assigned in the class (e.g. small group work). Laptops will not be used for surfing the Internet or checking email during class discussions, lectures, interactive tasks, and guest or peer presentations – all of which require your full attention. Cell phones must not be used during instructor, guest, or peer presentations and must be turned off/silenced (not on VIBRATE) during class periods; they may be used during break. Ask the instructor if you have a specific request.

GRADING POLICY AND HONOR CODE

Grading

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

Note: “C” is not satisfactory for a licensure course; “F” does not meet requirements of the Graduate School of Education.

See the University Catalog for details: <http://catalog.gmu.edu/policies/academic/grading/>

Additional Note on Grading: Each instructor’s grading policy is based on (a) a professional philosophy that reflects his/her training on assessment and evaluation and (b) prior experience teaching a course. Therefore, instructors should not be expected to assign grades the same way.

Honor Code & Integrity of Work : TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (<http://oai.gmu.edu/honor-code/>). The principle of academic integrity is taken very seriously and violations are treated as such.

Violations of the Honor Code include:

1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: <https://owl.english.purdue.edu/owl/resource/589/02/>
4. You may also not “reuse” fieldwork hours. Each placement must have 20 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.
5. See our class Blackboard web site for more information on how to avoid plagiarism.

Late Work Policy

At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late may be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (think flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

Course Withdrawal with Dean Approval

For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). *Students must contact an academic advisor* in APTDIE to withdraw after the deadline. There is no guarantee that such withdraws will be permitted.

Online Participation/Attendance Policy

Students are expected to participate in **all** online discussions. Not participating in an online discussion module will be reflected with a zero for the week and as an absence. **Students with two or more absences will not receive credit for the course.**

Incomplete (IN)

This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 9th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the APTDIE office.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. For a listing and self-assessment of these dispositions, go to:

<https://cehd.gmu.edu/students/policies-procedures/>

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/>.

GMU POLICIES AND RESOURCES FOR STUDENTS

Policies

- Students must adhere to the guidelines of the George Mason University 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 turned off 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/>.
- 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/students/>.

Class Schedule – FALL 2017

Please come prepared to discuss the assigned readings during the week in which they appear.
You can check Blackboard for materials to review before each class.

Week & Date	Topics	Readings to be discussed this week
1 8/31	Course Objectives & Requirements. International Perspectives on Assessment Policy, Research, & Practice. Federal Laws. High-Stakes Tests. Assessment Literacy.	<i>Smith, Chs. 1 & 7</i> <i>Popham, Ch. 1</i>
2 9/7	Reliability. Validity. Standard error of measurement. Evaluating the quality of assessments.	<i>Popham, Chs. 3 & 4</i> <i>Gottlieb, pp. 178-79, 196-97, 202-203</i>
3 9/14	Political motives for testing. Different types of assessments and their purposes - purposes for assessing ELLs. Common Core State Standards & tests/Opt-Out Movement. NAEP. Using instructional decisions to assess most important outcomes. Assessment inertia.	<i>Smith, Chs. 2 & 4</i> <i>Popham, Chs 1 & 2</i> <i>Gottlieb, Ch. 1</i> <i>Selected readings on Blackboard</i>
4 9/21	Selected-response tests. Standards-based assessments. Assessing language & content - graphic supports-scaffolding. Language demands of math, science, social studies, language arts.	<i>Popham, Ch. 6</i> <i>Gottlieb, Chs. 2 & 3</i>
5 9/28	Questioning skills. Constructed-response tests. Assessing listening and speaking.	<i>Smith, Ch. 10</i> <i>Popham, Ch. 7</i> <i>Gottlieb, Ch. 4</i>
6 10/5	Assessing reading and writing.	<i>Gottlieb, Ch. 4</i>
7 10/12	Outcomes vs. access. Accountability and improved student performance. Fairness. Assessment bias. Disparate impact. ELLs and students with disabilities. Accommodations.	<i>Smith, Chs. 6, 15 - 16</i> <i>Popham, Ch. 5</i> <i>Gottlieb, Intro – pp. 1 - 12</i>
8 10/19	Performance assessment. Self-assessment and student involvement. Inferences and generalizability. Designing assessment tasks. A rubric for every purpose.	<i>Popham, Ch. 8</i> <i>Gottlieb, Ch. 5 & pp. 123-134.</i>
9 10/26	Portfolio assessment – key features. Self-assessment. Affective assessment.	<i>Popham, Chs. 9 & 10</i> <i>Gottlieb, Ch. 8</i>
10 11/2	Formative assessment – research. Learning progressions. Assessment FOR learning.	<i>Smith, Chs. 8 -9</i> <i>Popham, Ch. 12</i> <i>Gottlieb, Ch. 6</i>

11 11/9	NCLB/ESSA. Standardized test scores. Diagnostic tests. Measures of central tendency & variability. Appropriate and inappropriate test-preparation practices. Next-Generation Tests.	<i>Smith, Chs. 11 & 14</i> <i>Popham, Chs. 13 & 14</i> <i>Gottlieb, Ch. 7</i> <i>Selected Rdgs. on Blackboard</i>
12 11/16	Assessment-based grading. Absolute vs. relative grading, grading on the curve. Converting rubrics into grades. What grades reflect. Effects of extra credit grades.	<i>Popham, Ch. 16</i> <i>Gottlieb, Ch. 8</i>
13 11/23	NO CLASS - Thanksgiving	
14 11/30	<i>Assessment Literacy Survey Presentations.</i>	
15 12/7	<i>Assessment Literacy Survey Presentations.</i> What have we learned? Where do we go from here? Course Evaluation Forms. Feedback Forms. Materials Release Forms.	

Note: The instructor reserves the right to alter the schedule as necessary, with notification to students.

Additional readings that are not in the textbook can be found on Blackboard.

All due dates are within 48 hours of our class meeting time; however, you can always turn in your papers earlier.
All course requirements and projects will be submitted in both electronic and hard copy versions.

Questions to Answer for Assigned Readings

Write out answers to the following questions as they relate to each chapter and bring them to class for discussion. Answers to these questions can also be used to support your Test Critique and Assessment Design Project.

I. Assessment Policy

- What assessment policies and programs have been implemented internationally? Do different countries have similar policies?
- What motivations have led to national or federal assessment policies mandating standardized testing?
- What has been the effect of government accountability policies on student achievement? NCLB? ESSA?
- How do accountability policies affect students in the classrooms?
- How are language, cultural, racial, and disabled minority students affected by government testing policies?
 - National/Federal Policies
 - State Policies
 - Graduation based on state test scores
 - Local Policies
 - Graduation based on state test scores
 - Retention in grade based on test scores
- What are the advantages and limitations of standardized tests?
- What do teachers and administrators need to know about what standardized test scores mean?

2. Assessment Research

- What does the research say about using tests for school accountability purposes?
- What does the research say about testing English language learners relating to validity and linguistic/cultural considerations?

- What practices has research shown to be effective for monitoring and/or supporting minority student learning?
- Which classroom-based assessment practices are research- or evidence-based?

3. Assessment Practice

- What role do research and policy play in the assessment practices of teachers?
- What kinds of assessment are teachers using in their classrooms?
 - Evidence base for these kinds of assessment – do they support student learning?
 - Do they increase access to academic achievement?
 - What are unintended consequences?
- What types of formative assessment support the learning of English language learners, minority and/or struggling students?
- What do we need to do to assessments to increase fairness and accessibility to learning for language, racial, and cultural minority students?

4. Assessment Literacy

- What do practitioners need to know about appropriate test preparation practices?
- What do school administrators need to know to help support teachers in becoming more effective users of a variety of assessments?
- What does the research say about the assessment literacy (competence) of classroom teachers and school administrators?
- What kinds of coursework and experiences are needed in teacher education programs to prepare pre-service teachers to use assessments effectively to both monitor student learning and to make adjustments to their teaching?

- What do pre-service teachers need to know or be able to do to help students learn?
 - Purpose, validity & reliability
 - Classroom-based assessments & evaluation
 - Formative assessments
 - Summative assessments
 - Grading policies
 - Language proficiency assessments
 - Language skill assessments
 - Content area assessments
 - Diagnostic assessments (learning disability, gifted & talented)
 - State standardized tests
 - Validity & reliability
- What kinds of professional development are needed to get in-service teachers up to speed? What do in-service teachers need to know or be able to do to help students learn?
 - Assessment purpose, validity, & reliability
 - Classroom-based assessments & evaluation
 - Formative assessments
 - Summative assessments
 - Grading policies
 - Language proficiency assessments
 - Language skill assessments
 - Content area assessments
- State standardized tests
 - Validity & reliability
- What do teachers and administrators need to know about grading?

Test Critique – Scoring Rubric

<i>Score Points</i> <i>Domain</i>	1	2	3	4
Description	Does not describe target population or components of procedure or test.	Describes target population and components of test incompletely.	Describes target population and components of test with some inaccuracies.	Clearly describes target population and components of test.
Critical Analysis	Does not conduct an analysis.	Conducts an incomplete AND inaccurate analysis.	Omits key limitations, describes rather than analyzes, or does not support arguments with examples.	Conducts a thorough, accurate analysis and justifies and supports points made.
Validity & Reliability	Does not evaluate validity or reliability of test.	Evaluates both validity and reliability with inaccuracies.	Evaluates either validity or reliability with some inaccuracies.	Accurately evaluates test items and scoring procedures for various types of validity and reliability.
Recommendations	Does not make recommendations for improving the way the test is used.	Makes recommendations that do not improve the way the test is used.	Makes recommendations that are not research-based or does not explain or justify them.	Explains and justifies research-based recommendations for using the test based on the limitations identified.
Clarity of Writing	Communicates information in disorganized manner, leaves out required information, uses few assessment terms, and contains numerous basic errors in writing.	Communicates information in organized manner, but may leave out required information or assessment terminology or contain numerous basic errors in writing.	Communicates information in well-organized manner, but may be too detailed or need clarification, use assessment terms incorrectly, or contain numerous errors in writing.	Clearly communicates information in well-organized, concise, and unambiguous manner, using assessment terminology and few and minor errors in writing.

All 4s = total score of 4.0 or A. Every box below a 4 reduces score by .20 points (e.g., 3.8, 3.6).

Feedback:

Assessment Literacy Survey – Scoring Rubric

Score Points Domain	1	2	3	4
Design	Survey design fails to capture data for the research question with many major inaccuracies and omissions.	Survey design captures some data for the research question with many or major inaccuracies or omissions.	Survey design accurately captures data for the research question with minor inaccuracies or omissions.	Survey design accurately captures data for the research question.
Analysis	Analyzes data with inappropriate research methods, reaches conclusions not supported by the data, and contains inaccuracies.	Analyzes data with inappropriate research methods, may reach some conclusions not supported by the data, or contains inaccuracies.	Analyzes data with appropriate research methods but may reach some conclusions not supported by the data or contain some inaccuracies.	Accurately analyzes data with appropriate research methods and reaches conclusions supported by the data.
Clarity of Communication	Communicates information in disorganized manner and leaves out information, uses few assessment terms, and fails to respond to questions.	Communicates information in organized manner, but may leave out information or assessment terminology or fail to respond to questions.	Communicates information in well-organized manner, but may be too detailed or need clarification, use assessment terms incorrectly, or respond to questions inaccurately or incompletely.	Clearly communicates information in well-organized, concise, and unambiguous manner, using assessment terminology and responding to questions accurately and completely.
Presentation	Presents visual/digital supports that are disorganized and difficult to follow, font is too small, slides are cluttered or wordy with numerous spelling errors or typos.	Presents visual/digital supports that are disorganized, as well as being cluttered or wordy with many minor spelling errors or typos.	Presents visual/digital supports that are clear but may be cluttered and/or wordy, with some minor spelling errors or typos.	Presents visual/digital supports that are clear and easy to read and provide information in a concise manner, with few spelling errors or typos.

Feedback:

Assessment Design Project – Scoring Rubric

Score Points Domain	Does Not Meet 1	Approaching 2	Meets Standards 3	Exceeds Standards 4
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Design - Format	Does not match format to assessment purpose. Adapts or designs tasks based on language and/or content objectives, but these are not based on state standards or contain inaccuracies in scoring criteria.	May not match format to assessment purpose. Adapts or designs tasks based on either language or content objectives, and these may not be based on state standards or contain inaccuracies in scoring criteria.	Matches format to assessment purpose. Adapts or designs the tasks and criterion-referenced assessments of both language and content, but may omit assessments. Bases design on state standards but may contain inaccuracies in matching scoring criteria to learning objectives.	Effectively matches format to assessment purpose. Adapts or designs the required variety of tasks and criterion-referenced assessments of both language and content. Bases design on specific state standards and matches scoring criteria to learning objectives.
Design - Language	Uses language that is vague and subjective and does not differentiate one level from another.	May use language that is vague and/or subjective or does not effectively differentiate between one level and another.	May use descriptive language with some vague or subjective terms and these may not clearly differentiate between one level and another.	Uses descriptive (objective), precise and measurable terms in each scoring tool that clearly differentiate between one level of performance and another.
Administration	Does not administer assessment tools or does not provide evidence of having done so.	Provides little description and/or evidence of assessment administration to students and/or contains omissions or inaccuracies.	Provides a description and evidence of assessment to students, but may have some omissions or inaccuracies.	Provides a clear description and evidence of assessment administration to the minimum number of students.
Justification	Does not provide a rationale or justification for assessment format, does not propose revisions, and/or does not match tasks/tools to purpose.	Provides few details in rationale, little justification for adapting each assessment format, does not propose revisions from pre-to post-test, and/or needs extensive elaboration and may not match assessments to purpose.	Provides an accurate defense for using some formats but not for others, does not match assessments to purpose, does not propose revisions with supporting explanation, OR needs elaboration.	Provides accurate and specific reasons for choosing each assessment format and structure, making each appropriate to the target group and assessment purpose, and proposes revisions to assessment tools, providing a supporting explanation for each revision.
Scaffolding	Most assessment tools lack appropriate scaffolding.	Does not use a variety of scaffolding approaches and/or uses scaffolding that does not match the proficiency level of the target students.	Uses a variety of scaffolding approaches, but does not add scaffolding to some assessment tasks, or scaffolding does not match the proficiency level of the target students.	Uses a variety of scaffolding approaches for each assessment task, and these match the language proficiency level of target students and enable them to show what they know.
Validity & Reliability	Does not discuss various types of validity and reliability for each	Addresses issues of validity or reliability with major inaccuracies or incompletely.	Addresses issues of validity or reliability broadly or generally or with minor inaccuracies and/or	Accurately and thoroughly explains how design of each assessment tool ensures various types of validity and reliability.

	assessment task and tool.		omissions.	
Analysis of Teaching Impact & Design	Does not analyze results.	Only briefly describes results and needs elaboration, or arrives at conclusions and recommendations without evidence from test results, and/or analyzes results inaccurately or incompletely.	Analyzes results or effectiveness of implementation with some inaccuracies, incompletely, may need elaboration on points made, or proposes revisions that are unlikely to improve the assessment tools.	Accurately analyzes results on each assessment tool, effectiveness of implementation, strengths and weaknesses of assessments, and proposes revisions that will improve the assessment tools and promote student learning.

Feedback: