# George Mason University
## College of Education and Human Development
## Graduate School of Education
## Educational Psychology Program

EDEP 592.DL1 – Data-Driven Decision-Making: Development of Assessments
3 Credits, Fall 2018
August 27, 2018- December 19, 2018

**Faculty**

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**Prerequisites/Corequisites**

None

Recommended Prerequisite: EDEP 591-may be taken concurrently.

**University Catalog Course Description**

Focuses on strategies to design assessments for students and schools with a particular emphasis on developing and using assessment methods to inform instructional decisions. Offered by Graduate School of Education. May not be repeated for credit.

**Course Overview**

The course is part of the data literacy certificate coursework but may serve as an elective course for other programs. The course provides coverage on the diverse nature of *data* in data literacy. The **emphasis** is on strategies to design assessments with an emphasis on developing and using assessments to support instruction. Students will learn the principles of designing high quality assessments, types of assessments particularly non-traditional assessments (authentic/ performance based), and alignment of curriculum, instruction, and assessment. Other topics include technology and data systems that drive the collection of educational data (in classrooms and schools), differences between assessment literacy and data literacy, evaluating the appropriateness of data sources, and ethical use of data.

Though the delivery method is entirely online, it should take you the same amount of time as other 3-credit courses. You should **expect to spend an *average* of 8 to 10 hours on coursework for each class session** (this includes the time you would have spent in a classroom).

**Course Delivery Method**

This course will be delivered online (100%) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal.  You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password.  The course site will be available on August 27th, 2018.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles.  Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

*Technical Requirements*

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

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- 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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- 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.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
  - Adobe Acrobat Reader:  https://get.adobe.com/reader/
  - Windows Media Player:
    https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player:  www.apple.com/quicktime/download/

*Expectations*

- Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will start on Fridays, and finish on Thursdays at midnight.
  Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- 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 three times 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 or Objectives**

This course is designed to enable students to do the following:

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

## 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:

• Educators will demonstrate an understanding of principles and theories of learning, cognition, motivation, and development as they apply to a wide variety of contemporary assessment contexts.

• Educators will use their knowledge, skills, and dispositions to apply principles and theories of learning, cognition, motivation, and development to analyze and develop instruction based on sound assessment principles.

• Educators will demonstrate an understanding of the basic concepts, principles, techniques, approaches, and ethical issues involved in educational assessment.

## Student Outcomes & Relationship to Professional Standards

The student outcomes are informed by the Standards for Teacher Competence in Educational Assessment of Students (AFT, NCME, NEA, 1990) and the Standards for Competence in Student Assessment (AASA, NAESP, NASSP, NCME, 1990) guide the course content and emphasis for reaching the learning objectives.

Those standards deemed most relevant to addressing the learning targets for the course are those that state that educators will have the knowledge, skill and disposition to:

1. Apply basic principles of sound assessment practices for addressing specific educational needs.
2. Select assessment methods appropriate for instructional decisions.
3. Develop assessment methods appropriate for instructional decisions.
4. Recognize the implications of educational assessments for social justice in schools.
5. Discern critical issues related to the role of the design of assessments for school accountability and high stakes testing.

## Required Texts

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

## Supplementary Texts

Selected readings will be assigned for the course and made available on Blackboard.

**Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy). Late assignments will not be accepted without prior instructor approval. An excused late submission will at best receive a grade of B (in points) for that assignment.

- **Assignments and/or Examinations**

  - **Class Participation (112 points-14 classes; 8 points per class)** Students are expected to participate in online discussion boards in a meaningful way. Assigned readings are to be completed. Active contribution means you post in specified discussion boards and respond to classmates' posts meaningfully. Please review Netiquette in preparation for this class. Mini quizzes are included in class participation and are usually aligned to assigned readings, videos, or other class materials.
  - **Module 1 Assignment- Reflection Paper (38 points)**. Students will prepare a 4 – 6 page (double-spaced, 1 inch margins, APA style 6th edition) reflection on their beliefs about the use of data to inform learning. The paper will use appropriate research in the literature, including reading assignments throughout the course, to develop a reflective essay addressing the following:
    - What is the role and competencies of an educator in developing and evaluating assessments for teaching and learning?
    - What is the role and competencies of an educator needed to determine the appropriate sources of data?
    - What is your personal belief about the development, evaluation, and appropriate use of assessment data to inform teaching and learning?
  - **Module 2 Assignment- Assessment Development Plan (60 points)**
    - Articulate the standard and learning target and the assessment method (15 pts)
    - Rubric development (15 pts)
    - Item development, analysis, and interpretation (15 pts)
    - Evaluation and Scoring (15 pts)
  - **Module 3 Assignment- Assessment Data Use Case Study (40 points)** Students will read a case study from Newton North High School (Data Wise in Action, Boudett & Steele, 2007) and respond to four case study questions. Responses should by 1-2 pages double spaced, APA style 6th edition, and use appropriate research in the literature, including reading assignments throughout the course, specifically the framework that aligns to the perspective on the case study should be reference, to present the relevant research and discuss the implications on practices.

Note: More detailed descriptions of assignments and rubrics for any Performance-Based Assessment are included at the end of the syllabus.

**Grading**

There are 250 total points for the course distributed among the four assignments listed above.

> **Grading scale**:
> A+ = 245-250 points
> A  = 232-244 points
> A- = 225-231 points
> B+ = 220-224 points
> B  = 207-219 points
> B- = 200-206 points
> C = 175-199 points
> F = 174 or fewer points

**The grade of A** is awarded for excellence, the best work in the class. An A student turns in all work on time with consistently very high standards of quality, effort, and creativity. This person produces outstanding products, shows excellent growth, and preforms exceptionally in presentations and critiques.

**The grade of B** is awarded to students who have turned in all work on time and consistently completed work of high quality. The work shows creative thinking, extra effort, and care in presentation. This person has demonstrated knowledge that surpasses the basic material and skills required by the course.

**The grade of C** is earned when all class work is turned in and the student has mastered the basic material and skills of the course. The person participated in class and demonstrated knowledge of the basic material and skills required by this course. This is the average grade in the class.

**Professional Dispositions**
See https://cehd.gmu.edu/students/polices-procedures/

**Class Schedule**

| Weeks | Topic | Readings/Multimedia | Activities/Assignments Due |
|---|---|---|---|
| **Module 1: Understanding why we assess learning** | | | |
| Week 1: 8/31- 9/6 | Welcome video Syllabus Overview Module 1 Overview Meet-and- greet | Building assessment literacy case study (Data Wise, Ch. 2) | Blackboard Discussion Board 1: Ice Breaker |

| Week 2:<br>9/7- 9/13 | Overview of assessment development to inform teaching and learning | Chappuis (2015) Ch 1<br><br>Mandinach (2016) Ch 3<br><br>Slavit et al (2013) | <span style="color:red">Blackboard Discussion</span> Board 2: Getting Started<br><br><span style="color:red">Mini-Quiz</span> on Readings |
|---|---|---|---|
| Week 3:<br>9/14- 9/20 | Structuring teaching & assessment for learning | Chappuis (2015) Ch 2<br><br>Watch videos 1, 2, 3<br><br>Swan & Mazur (2011)<br><br>https://www.cmu.edu/teaching/assessment/basics/alignment.html | <span style="color:red">Blackboard Discussion</span> Board 3: Structuring teaching and learning<br><br><span style="color:red">Mini-Quiz</span> on Readings |
| Week 4:<br>9/21-9/27 | Self-efficacy to use data, beliefs, and school culture influencing assessment development and use | Mandinach (2016) Ch 4 (scan)<br><br>Dunn et al (2013)<br><br>Downey & Kelly (2013) from Data-based Decision Making in Education | <span style="color:red">Blackboard Discussion</span> Board 4: Self-efficacy to use data<br><br><span style="color:red">Mini-Quiz</span> on Readings |
| **Module 2: Developing appropriate assessments for learning and teaching** | | | |
| Week 5:<br>9/28-10/4 | Module 2 Overview<br><br>Assessment design and types of assessments with a focus on non-traditional assessments | NIU Assessment Brief | <span style="color:red">Blackboard Discussion</span> Board 5: Types of assessments<br><br><span style="color:red">Mini-Quiz</span> on Readings<br><br>**Module 1 Assignment Due by 9/30 at 11:59 p.m.:** *Reflection Paper* |
| Week 6:<br>10/5-10/11 | Self-assessment/metacognition | Chappuis (2015) Ch 3 & 4<br><br>Watch videos 7<br><br>Students 'Self-Assess' Their Way to Learning - Education Week | <span style="color:red">Blackboard Discussion</span> Board 6: Self-Assessment & metacognition<br><br><span style="color:red">Mini-Quiz</span> on Readings<br><br>Assessment Plan Step 1: Outline your standard and learning target and how the information will |

| | | | be used to inform teaching and learning |
|---|---|---|---|
| Week 7: 10/12-10/18 | Rubrics & Portfolios | Chappuis (2015) Ch 7<br><br>Watch video 6 | Blackboard Discussion Board 7: Rubrics and Portfolios<br><br>Mini-Quiz on Readings<br><br>Assessment Plan Step 2: Outline the draft Rubric for your assessment plan |
| Week 8: 10/19- 10/25 | Item development, analysis, and interpretation (including teacher developed vs. commercially available assessments) | Monpas & Huber (2010)<br><br>Trimble et al (2014)<br><br>Wiliam et al (2004) | Blackboard Discussion Board 8:Item Development, analysis, and interpretation<br><br>Mini-Quiz on Readings |
| Week 9: 10/26-11/1 | Use of technology for assessment | Cho and Wayman (2012) | Blackboard Discussion Board 9: Technology and Assessment<br><br>Mini-Quiz on Readings<br><br>Assessment Plan Step 3: Discuss your draft developed items |
| Week 10: 11/2- 11/8 | Evaluation, scoring and grading | Reynolds Ch 4 & 5 | Blackboard Discussion Board 10: Scoring and Grading<br><br>Mini-Quiz on Readings |
| Week 11: 11/9- 11/15 | Reliability, validity, and bias | *Readings TBD* | Blackboard Discussion Board 10: Scoring and Grading<br><br>Mini-Quiz on Readings<br><br>Assessment Plan Step 4: Discuss your draft evaluation and scoring |
| 11/16- 11/22 | *Thanksgiving Recess* | | |
| **Module 3: Practices supporting the development and use of assessments** | | | |
| Week 12: 11/23-11/29 | Principles of designing and using high quality assessments | Chappuis (2015) Ch 5 & 6 | Blackboard Discussion Board 11: Principles of high-quality assessments<br><br>Mini-Quiz on Readings |

| | | Datnow, Park, Lewis (2012)- Using variety of data to inform teaching | **Module 2 Assignment Due by 11/29 by 11:59 p.m.**: Assessment Plan |
|---|---|---|---|
| Week 13: 11/30-12/6 | Contextual supports for Assessment development | Marsh et al. (2010)- Coaching<br><br>Datnow et al (2013)- Collaboration<br><br>Little (2012) | Blackboard Discussion Board 12: Assessment Supports<br><br>Mini-Quiz on Readings |
| Week 14: 12/7- 12/13 | Review and Wrap Up | | Blackboard Discussion Board 13: Course reflection |
| | | | **Module 3 Due 12/16 by 11:59 p.m.**: *Data Use Case Study* |

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

**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: http://cehd.gmu.edu/values/.

**GMU Policies and Resources for Students**

*Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/  ).

- 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 https://ds.gmu.edu/).

- Students must silence all sound emitting devices 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://coursessupport.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/ .**

# Rubric: Class Participation

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:**

a) Be well prepared for class by completing assigned readings.
b) Participate fully in class activities and assignments – take an active part in small and large group online discussions (without dominating the conversations). Students will provide evidence of their engagement with video lectures by scoring at least an 80% on quizzes.
c) Discussion Board: Make insightful comments, which are informed by required readings and demonstrate reflection on those readings. Specifically, students should come to the asynchronous class with questions, comments, and thoughts on the current readings.
d) Treat class activities, group discussions, and class discussions as important components of the course, showing respect for fellow classmates and the course material.

**Each of these criteria 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 for each criterion.**

# Rubric: Assessment Plan

| Criteria | Outstanding (15) | Competent (10) | Minimal (5) | Unsatisfactory (1) |
|---|---|---|---|---|
| **Articulate the standard and learning target and the assessment method**<br><br>Select the standard and learning target, articulate the rationale for this decisions, and background on the standard and learning target to provide context for the assessment items to follow. | Description is thorough and insightful; makes explicit connections to standards and learning targets with examples; reflection is thorough and demonstrates superior understanding of the how to select and articulate appropriate assessment design to align to selected standards and learning targets. | Description is thorough; makes explicit connections to standards and learning targets with examples; reflection demonstrates understanding of how to select and articulate appropriate assessment design to align to selected standards and learning targets. | Description is general; connections to standards and learning targets are unclear or lacks examples; reflection demonstrates understanding of how to select and articulate appropriate assessment design to align to selected standards and learning targets. | Description is incomplete or missing |
| **Rubric development** (15 pts)<br>Create a rubric to assess the learning target and standard identified AND Provide a description of the rubric and rationale. | Overview includes the description of an appropriate use of rubric development; is thorough and detailed; addresses all components of the assignment; makes clear connections to assessment development readings; citations are used consistently to | Overview includes the description of an appropriate rubric; addresses all components of the assignment; makes connections to assessment development; citations are used consistently to support arguments and claims | Overview includes the description of an appropriate noncognitive skill; addresses some components of the assignment; weak connections to assessment development; citations are missing or incomplete | Overview is incomplete or missing; does not address the components of the assignments |

| | | | | |
|---|---|---|---|---|
| | support arguments and claims | | | |
| **Item development, analysis, and interpretation** (15 points)<br><br>Develop a set of items that align to the standard and learning target, describe how you will analyze and interpret the data from the items you developed. | Overview includes the description of an appropriate use of item development, analysis, and interpretation; is thorough and detailed; addresses all components of the assignment; makes clear connections to assessment development readings; citations are used consistently to support arguments and claims | Overview includes the description of an appropriate item development, analysis, and interpretation; addresses all components of the assignment; makes connections to assessment development concepts; citations are used consistently to support arguments and claims | Overview includes the description of an appropriate item development, analysis, and interpretation; addresses some components of the assignment; weak connections to and assessment development concepts; citations are missing or incomplete | Overview is incomplete or missing; does not address the components of the assignments |
| **Evaluation and scoring** (15 points)<br><br>Articulate how you plan to evaluate and score the assessments, rationale for your selection | Overview includes the description of an appropriate use of assessment evaluation and scoring; is thorough and detailed; addresses all components of the assignment; makes clear connections to assessment development readings; citations are used consistently to | Overview includes the description of assessment evaluation and scoring; addresses all components of the assignment; makes connections to assessment development; citations are used consistently to support arguments and claims | Overview includes the description of assessment evaluation scoring; addresses some components of the assignment; weak connections to assessment development concepts; citations are missing or incomplete | Overview is incomplete or missing; does not address the components of the assignments |

| | | | | |
|---|---|---|---|---|
| | support arguments and claims | | | |
| **APA Style**<br>*Use APA style and formatting* | Uses concise, coherent, well-organized writing with correct APA style. | Writes with some lack of clarity and/or inconsistent APA style with some errors. | Writes with a lack of clarity and coherence, many errors, or incorrect APA style. | Writes with little clarity or coherence, many errors, and/or no use of APA style. |

# Rubric: Assessment Data Use Case Study

Students will a case study from Newton North High School (*Data Wise in Action*, Boudett & Steele, 2007) and respond to four essay response questions.

The following rubric outlines how student responses to each question will be graded.

| Criteria | Outstanding (10) | Competent (7-9) | Minimal (3-6) | Unsatisfactory (1-2) |
|---|---|---|---|---|
| **Response to case study questions** | Description is thorough and insightful; makes explicit connections to the case study; reflection is thorough and demonstrates ability to incorporate readings from throughout the semester. | Description is thorough; makes explicit connections to the case study; reflection demonstrates understanding of readings from throughout the semester. | Description is general; connections to the case study is unclear or lacks examples; reflection demonstrates understanding of the readings from throughout the semester. | Description is incomplete or missing |
| **APA Style** *Use APA style and formatting* | Uses concise, coherent, well-organized writing with correct APA style. | Writes with some lack of clarity and/or inconsistent APA style with some errors. | Writes with a lack of clarity and coherence, many errors, or incorrect APA style. | Writes with little clarity or coherence, many errors, and/or no use of APA style. |

**The case study grade will be calculated as the sum of points for each response.**