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

EDUC 674.DL1 – Assessing Learning in the Secondary School
3 Credits, Spring 2019
Asynchronous Online Course

Faculty

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Recommended Prerequisites/Corequisites

EDUC 522 and advanced methods course.

University Catalog Course Description

Supports beginning teachers' development and design of assessment practices for promoting student learning. Focuses on individual differences and classroom, teacher, school, and cultural factors that impact assessment; different types and purposes of assessment; and relationship of assessment to national and state standards. Offered by Graduate School of Education. May not be repeated for credit.

Course Overview

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 Delivery Method

Last revised July, 2017

This course will be delivered online (76% or more) using 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 January 22, 2019.

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 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 Monday at 12:01am and finish on Sunday at midnight.
- 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 2 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:

	Assessment of this objective	Core Values
Plan formal and informal assessments of student understanding of content area knowledge identified in state and national standards;	Analysis of Lesson Plan Analysis of Unit Plan Long term teaching and assessment plan	Research-based practice Ethical Leadership
Design, construct, and evaluate the following assessments [diagnostic, formative, summative, confirmatory, authentic performance task];	Analysis of Lesson Plan Analysis of Unit Plan Long term teaching and assessment plan	Research-based practice
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;	Analysis of Lesson Plan Analysis of Unit Plan Long term teaching and assessment plan	Research-based practice Innovation Collaboration Ethical Leadership
Design rubrics that will be used to evaluate student work;	Analysis of Lesson Plan Long term teaching and assessment plan	Research-based practice Collaboration Ethical Leadership Social justice
Create a formal classroom grading policy and assessment map;	Long term teaching and assessment plan	Research-based practice Ethical Leadership
Provide a rationale for assessment using the research on teaching and learning;	Long term teaching and assessment plan	Research-based practice
Understand teacher evaluation and the importance of teaching standards for professional growth;	Long term teaching and assessment plan	Research-based practice Ethical Leadership

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/
INTASC: Interstate New Teacher Assistance and Support Consortium
https://ccsso.org/taxonomy/term/208

Virginia State Standards
Virginia Department of Education http://www.doe.virginia.gov/
State of Virginia, SOL resources - http://www.doe.virginia.gov/testing/index.shtml

Required Texts

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001*). A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives.* New York: Longman.

Popham, W. J. (2003). *Test better, teach better: The instructional role of assessment.* Alexandria VA: ASCD.

McTighe & Wiggins*, G. (2005). *Understanding by design*, *expanded 2nd ed*. Alexandria, Virginia: Association for Supervision and Curriculum Development.
McTighe & Wiggins can be accessed through Mason libraries. The link is: https://ebookcentral-proquest-com.mutex.gmu.edu/lib/GMU/detail.action?docID=3002118

Supplementary Readings
Selected Readings related to learning, cognition and assessment, distributed by the instructor. The following are examples of additional readings that will be assigned or suggested for educators taking the course:

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.

Ingram, D., Louis K. S., & Schroeder, R. G. (2004). Accountability policies and teacher decision making: Barriers to the use of data to improve practice, *Teachers College Record, 106*(6), 1258–1287.

Introduction to Webb's Depth of Knowledge levels. *Mathematics Depth of Knowledge Levels*. Retrieved from: http://jc-schools.net/dynamic/math/webbs-depth.pdf

Marzano, R.J., Pickering, D., and McTighe (1993). *Performance assessment using the Dimensions of Learning*. Alexandria, VA: Association for the Supervision and Curriculum Development.

McDonald, S., Andal, J., Brown, K., and Schneider, B. (2007). *Getting the evidence for evidence based initiatives: how the Midwest states use data systems to improve education processes and outcomes.* Washington, DC: Institute of Education Sciences. U. S. Department of Education. REL2007-016. Retrieved from http://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_2007016.pdf

Means, B., Chen, E., DeBarger, A., & Padilla, C. (2011).*Teachers' ability to use data to inform instruction: challenges and supports*. Washington, D.C.: U.S. Department of Education. Office of Planning, Evaluation and Policy Development.

Perie, M., Marion, S., & Gong, B. (2009). Moving toward a comprehensive assessment system: A framework for considering interim assessments. *Educational Measurement: Issues and Practices, 28*(3), 5-13.

Popham, W. J. (1987). The Merits of Measurement-Driven Instruction, *Phi Delta Kappan, 68*, 679–682.

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) and participate fully in online activities.

- **Assignments and/or Examinations**

1. **Analysis and revision of an existing 1-2 day lesson plan (20 points).** Each student will find an existing 1-2 day lesson plan (preferably one that the educator already has in use, but one found on the Internet is acceptable). With this lesson plan, the student will evaluate the learning tasks according to cognitive demands for the learner and *compose formative measures and a summative measure* of how the learner's knowledge can be assessed, using concepts covered in the course. Next, the student will *revise the lesson*, which could be accomplished by rewriting the whole lesson or annotate the lesson plan. The assessments that are created by the student will be linked to principles of learning from at least one key perspective discussed in class, Krathwohl. The educator can also use the Webb's DOK in addition to Krathwohl.

2. **Analysis and assessment map of an existing 5-15 day unit plan (30 points).** The difference between a lesson plan and a unit plan is the scope of the classroom activities. A lesson plan teaches a focused concept or practice, whereas a unit plan is a group of concepts and practices that work together to make a larger idea network. For this assignment, each student will find an existing 5-15 day unit plan (preferably one that the educator already has in use, but one found on the Internet is acceptable). With this unit plan, the student will evaluate the learning tasks according to cognitive demands for the learner and compose an assessment map of the unit plan, aligning the objectives, activities and assessments throughout the unit. Students will also be expected to demonstrate how formative assessments lead up to the summative assessment.

3. **Long term teaching and assessment plan (40 points).** Each educator will create and submit plans for a long-term teaching and assessment program that illustrates key components of learning and assessment as covered in Popham's *Test Better, Teach Better: The Instructional Role of Assessment,* Krathwohl et al., and other readings assigned during the course. This assignment is designed to allow for application of the full range of concepts and principles covered in the course. There will be one check-in point where students will share their progress with the instructor for feedback.
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 measures 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. Students will identify a topic and corresponding standards you will or may be teaching during the school year, create appropriate assessments for the objectives and activities in the unit. 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 author or authors. You might find it helpful to use the assessments you analyzed for assignments 1 and 2.

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.

Each student will complete a written report in addition to the unit plan that lists the following:

A. List the topic and essential questions, corresponding state and national standards
B. **Diagnostic assessment instrument and rubric
C. **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.]
D. **Summative assessment instrument and rubric [The summative assessment is the one you will use to assess student learning at the end of the unit.]
E. Grading policy for the unit

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

The scoring rubric for this assignment is available on blackboard.

- **Other Requirements**
4. **Participation and professional behavior (10 points).** Learning depends on the active engagement of the participant and frequent checking by the instructor as to the progress of the learner. Smaller assignments will be given as necessary in class in order to inform your learning and my teaching. Part of the class participation is providing feedback to peers when they present their assessments and assessment maps. Additionally, assigned readings are to be completed before class. Preparation and active contribution to activities are essential. These elements of behavior reflect the professional attitude implied in the course goals. Mini-quizzes at the end of a video lecture and participation in the discussion boards are also included in class participation.

- **Grading**
  Since this is a graduate level course, high quality work is expected on all assignments and in online discussions. All assignments are due at the time indicated on the assignment in blackboard. Graded assignments that are late will automatically receive a ten percent grade reduction (one full letter grade lower).

Assignments	Points
Analysis and revision of an existing 1-2 day lesson plan	20 points
Analysis and assessment map of an existing 5-15 day unit plan	30 points
Long term teaching and assessment plan	40 points
Class participation	10 points
	Total Points: 100 points

A = 93-100%
A- = 90-92%

B+ = 88-89%
B = 80-87%
C = 70-79%
F = Below 70%

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.

Professional Dispositions

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

Class Schedule

WEEKS	TOPICS	READINGS/MULTIMEDIA	ACTIVITES/ASSIGNMENTS DUE AND DUE DATES
Class 1 **Jan 22-Jan 27**	The Link between Testing and Teaching	Popham (2003) Chapters 1, 2 and 3	Course Overview Ice Breaker Link between testing and teaching mini-lecture and quiz (due 1/27) Whole group discussion board on experiences between teaching and testing (due 1/27) How tests can clarify the curriculum mini-lecture and quiz (due 1/27) Whole group discussion board on experiences regarding tests informing the curriculum (due 1/27)
Class 2	Using student data to inform instruction	Virginia Standards of Learning from relevant area -	Introduction to DDDM mini-lecture and quiz (due 2/3)

WEEKS	TOPICS	READINGS/MULTIMEDIA	ACTIVITES/ASSIGNMENTS DUE AND DUE DATES
Jan 28-Feb 3		refer to one grade level and one subject area Introduction to Webb's Depth of Knowledge	How educators are using data discussion board (due 2/3) Assignment – Connections of Learning Standards with Webb's DOK (due 2/3)
Class 3 **Feb 4 – Feb 10**	Linking Objectives and Assessment	Guskey (2003) Wiggins & McTighe (2005) Chapters 3, 4, and 5	Linking objectives and assessment mini-lecture and quiz (due 2/10) Assignment – Linking objectives and assessments (due 2/10)
Class 4 **Feb 11– Feb 17**	Cognitive Processes of Learning	Anderson & Krathwohl (2001) Chapters 2, 4, and 5	How people learn mini-lecture and quiz (due 2/17) Taxonomies of cognition mini-lecture and quiz (due 2/17) Assignment – Analysis of Sample Lesson Plans with Webb's DOK (due 2/17)
Class 5 **Feb 18-Feb 24**	Taxonomies Applied to Analyzing Instruction and Assessment for Learning	Anderson & Krathwohl (2001) Chapter 6	Peer review on discussion board on analysis of sample lesson plans with Webb's DOK (due 2/24) How to apply taxonomies of cognition to lessons mini-lecture and quiz (due 2/24) Assignment - Analysis of Sample Lesson Plans with Revised Bloom's Taxonomy (due 2/24)
Class 6	Backwards design	Wiggins and McTighe (2005) Ch1, Ch2, and Ch 7	Backwards design mini-lecture and quiz (due 3/3)

WEEKS	TOPICS	READINGS/MULTIMEDIA	ACTIVITES/ASSIGNMENTS DUE AND DUE DATES
Feb 25 – Mar 3			Assignment - Analysis and revision of an existing 1-2 day lesson plan - #1 on Evaluation list (due 3/3) Mid-term assessment of course
Class 7 **Mar 4 – Mar 10**	Assessment Maps – techniques for composing a cohesive assessment plan	STEM Road Map Chapter 8, available on Blackboard	Foundations of assessment mini-lecture and quiz (due 3/10) Assessment Maps mini-lecture and quiz (due 3/10) Assignment – Practice with assessment maps (due 3/10)
**March 11-17 Spring Break**		
Class 8 **Mar 18-Mar 24**	Performance assessments and Rubrics	Performance Assessment, 2000, Department of Education – found electronically in Mason Library – link in blackboard	Performance assessment and rubrics mini-lecture and quiz (due 3/24) Assignment – Guided practice on rubric design (due 3/24)
Class 9 **Mar 25-Mar 31**	Diagnostic Assessments	Turner (2014). Creating an assessment centered classroom – available on Blackboard.	Diagnostic assessment mini-lecture and quiz (due 3/31) Assignment - Analysis and assessment map of an existing 5-15 day unit plan - #2 on Evaluation List (due 3/31)
Class 10 **Apr 1-Apr 7**	Formative Assessments	Formative Assessment IMPROVING LEARNING IN SECONDARY CLASSROOMS	Formative assessment mini-lecture and quiz (due 4/7) Assignment – Guided practice on formative assessments (due 4/7)

WEEKS	TOPICS	READINGS/MULTIMEDIA	ACTIVITES/ASSIGNMENTS DUE AND DUE DATES
		Chapters 3 and 4 Book available as PDF on Blackboard	
Class 11 **Apr 8 – Apr 14**	Summative Assessments	Dante D. Dixson & Frank C. Worrell (2016). Formative and Summative Assessments in the Classroom – available on Blackboard	Summative assessment mini-lecture and quiz (due 4/14) Assignment – Guided practice on summative assessments (due 4/14)
Class 12 **Apr 15 – Apr 21**	Validity, Reliability and Bias	Popham (2003) Chapters 4, 5, 6, and 7	Validity, reliability, and bias mini-lecture and quiz (due 4/21) Assignment - Check in on Long term teaching and assessment plan (due 4/21)
Class 13 **Apr 22 – Apr 28**	Uses and Misuses of Standardized Tests	Means et al. (2011) Popham Chapter 9 VA SOL site	Uses and misuses of standardized tests mini-lecture (due 4/29) Assignment - Peer review on Long term teaching and assessment plan (due 4/29)
Class 14 **Apr 29 – May 5**	Collecting Credible Classroom Evidence	Kukic (2009) Popham Chapter 11	Multi-tiered systems of support mini-lecture and quiz (due 5/5) Whole group discussion on discussion board reflecting on how credible evidence is collected in different student contexts (due 5/5) Assignment – Long term teaching and assessment plan - #3 on Evaluation list (due 5/9)

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/ .

Long Term Teaching and Assessment Plan					
Plan includes:	3	2	1	0	Points earned

• 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 describes most types of instruments	
Description	References cited using APA format (if not general knowledge) Clear and precise description of why all instruments were chosen 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	Includes: point value/weight of each assignment, scale for grading, information about special situations like absences and late work	Includes most of the following: point value/weight of each assignment, scale for grading, information about special situations like absences and late work	Does not include the following: point value/weight of each assignment, scale for grading, information about special situations like absences and late work	
Plan includes:	**3**	**2**	**1**	**0**	**Points earned**
Diagnostic Assessment	One or more carefully thought out instrument	One carefully thought out instrument	Instrument(s) missing aligned	N/A	

Used to ascertain prior knowledge including strengths, weaknesses, knowledge, and skills	matching assessment criteria	matching assessment criteria	assessment criteria		
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	