

MORAVIAN COLLEGE
MEDU 508 - TEACHER AS EVALUATOR
FALL 2012

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Office hours: Tuesday, 2:00-4:00; Wednesday, 2:00-4:00
and by appointment.

Overview

This course prepares teachers to design, interpret, and evaluate assessment instruments in an informed and responsible way. Topics include the role of assessment in teaching, issues of reliability and validity, grading practices, and the use and interpretation of standardized and teacher-made tests. Formative and summative assessment instruments, and alternative assessment strategies, including portfolio development and performance assessment, are also explored. Pennsylvania's Standards Aligned system (SAS) is integrated throughout the course.

Essential Questions

1. What are the various purposes for assessing students?
2. What are the potential outcomes and implications of the assessments used?

Course Objectives

The student will be able to:

1. choose assessment methods appropriate for educational objectives.
2. critique and compare assessment methods.
3. design a variety of assessment instruments, and analyze their characteristics.
4. assess standardized tests, and interpret statistical data.

Required Texts

Burke, K. (2009). *How to assess authentic learning* (5th ed.). Thousand Oaks, CA: Corwin.

Popham, W. J. (2011). *Classroom assessment: What teachers need to know* (6th ed.). Boston: Pearson.

Assignments

“Learn from yesterday, Live for today, Hope for tomorrow.

The important thing is to never stop questioning.” Albert Einstein

Reading Assignments

Reading assignments will include chapters in the texts. Completed reading assignments are expected on the due date. As part of each reading assignment, consider ideas and questions that emerge from the reading and be prepared to discuss these in class.

Written Assignments

You will complete several kinds of written assignments. Written assignments may include use of outside texts and journals; these will serve to extend your understanding of assessment issues. Detailed instructions for each assignment will be given separately.

Assignments should be professional in substance and appearance. All written work is to be prepared using a word processor and adhere to APA formatting guidelines. Hand-written papers will not be accepted. Quality writing is expected in your assignments. They should be well written, that is, they should have a logical sequence and structure, and they should have no errors in spelling or grammar. Papers should be double spaced with 1" margins on all sides of the paper. Write on one side of the paper. Number the pages in the upper right hand corner. Use a standard font (e.g., Arial, Times). When your paper is finished, spell (and grammar) check it, then read it before submission. The presence of spelling and grammar errors will lower your grade. Assignments must be submitted in hard copy; assignments may not be submitted by email. When you use resources and references, identify them in the body of your document and on a reference list at the end of your assignment.

Your Assessment Plan

To analyze your present assessment strategies:

Describe the various forms of assessment that you use, and why you use them.

Consider assessment forms that seem to work well for you and those that do not, and pose possible reasons.

Discuss your strengths and weaknesses with using/creating various forms of assessment.

Where applicable, state your opinion of various forms of assessment.

Describe your students' reactions to your assessment methods.

Assessment Project

Select a unit of instruction in your curriculum that you will be analyzing for assessment issues.

You will be designing five assessment instruments for your unit. The unit should be sufficiently complex to allow development of the various components detailed below. A unit that extends for about two weeks is likely to be appropriate.

Unit of instruction.

Describe fully the setting for your assessment project: describe your school (size, neighborhood). For the specific class you will be considering, tell grade level; students (number of students, gender, diversity by ethnicity, educational competence, and other relevant characteristics); and classroom (physical characteristics, technology, etc.)

Describe the unit of instruction, including the content, text, other materials, and activities.

Describe additional factors that will need consideration in unit design.

Objectives.

Divide the unit into daily expectations. For each day:

Write objective(s) for the day. State the cognitive level.

Write the standard (write its number and write it out in words) that corresponds to each objective.

Briefly write the main activity for the day.

Number the objectives consecutively from day to day throughout the unit.

Assessment Instruments.

1. All instruments must be your own creation. While ideas may be gleaned from educational resources, work submitted for grading must be your original creations.
The purpose of these assignments is to enable you to learn how to create assessment instruments yourself, specific to your needs.
2. Each assessment instrument should address a different section of the unit.
Each assessment should be new, created by you for this course.
You may **not** use Rubistar, test generators, or any other assessment creation device.
3. You will be given a grading document with all required detail for each instrument.

Create each instrument:

1. Prepare the actual assessment instrument, ready to use.
2. Your instrument must include the specific qualities that define this type of instrument.

Write an analysis of each instrument:

1. Indicate the objectives that are assessed by the instrument. Write it out and cite by number. Write the cognitive level.
2. Analyze the intelligences that the instrument includes. Name each intelligence, discuss how it is addressed, and locate where in the instrument this occurs.
You must meet three intelligences, beyond linguistic and logical, among your instruments.
3. Analyze if the instrument provides formative and/or summative assessment, and discuss how it does this.
4. Analyze the advantages and disadvantages of using the assessment instrument, in your unit and in your classroom. Discuss the strengths and limitations.
5. Fulfill instrument-specific requirements, stated under each specific instrument.

Formative assessment.***Create the instrument:***

Design an instrument that allows you to assess learning in process.

Add to your analysis:

Analyze the importance of formatively assessing this learning.

Portfolio.***Create the instrument:***

Design a plan for students to create a portfolio of their work, related to the unit.

Describe the various requirements for the portfolio.

Prepare directions for the student. This may be a handout or a list of the oral instructions that you will give.

Add to your analysis:

Discuss the details of how you will assess the portfolio.

Performance assessment.***Create the instrument:***

Design a performance task for the unit.

If you choose to have students engaged in group work, be sure that each student is doing objective-related content work, and that there are means to assess individual achievement in this regard.

Prepare directions for the student. This may be a handout or a list of the oral instructions that you will give.

Add to your analysis:

Explain how you will assess the performance, including assessing individuals engaged in group work.

Rubric.***Create the instrument:***

Design a rubric to assess one piece of student work.

Add to your analysis:

Analyze why you selected the particular criteria to include.

Note: You may design your rubric to coordinate with your portfolio or performance objective.

Paper-and-pencil test.***Create the instrument:***

Design a paper-and-pencil test, appropriate for a portion of the content of your unit.

Prepare a second copy with the correct answers.

Add to your analysis:

For each test item, identify the cognitive taxonomy level.

Analyze the cognitive appropriateness of the test.

Evaluation of Assessment Strategies

Evaluate the five assessment strategies by writing a paper with three distinct sections:

1. Describe the effects of the various assessment strategies you created for the unit on determining student achievement. Include:
 - Describe effect
 - Discuss the relevance of instruments to unit objectives
 - Analyze relevance of instruments to your course/content area
 - Demonstrate the presence of multiple intelligences
2. Compare these assessment methods with those you described in the paper, *Your Assessment Strategies*.
3. Analyze changes you would consider to your current assessment strategies, and evaluate the benefits that would accrue.

Note: You will be given a matrix for analyzing your assessment strategies.

Attendance and Class Participation

Attendance in every class is expected, as it is essential for your comprehension of the concepts covered. Arrive on time and remain for the entire class session. A missed class cannot truly be made up because of the critical role that discussion plays in each class session. Even so, you are responsible for the missed work. If you are absent, please notify me of the reason. If you do not notify me, your absence will be recorded as unexcused. Absence because of illness will be excused if you bring a note from the health center or a health professional. Each unexcused absence will lower your final grade. Lateness or partial class attendance will count toward absences. A limited number of excused absences will be allowed.

Appropriate class participation includes several attributes. Be prepared for each class session by completing the assignments and considering ideas and questions that emerge from the assignments. During class, remain actively involved by paying attention and sharing your relevant and thoughtful responses and questions. Class participation on a regular basis is expected, and ensures grasp of textual materials and important concepts. Participation will be assessed on evidence of your completion of the assigned work, the relevance and quality of responses, the questions and comments made during class sessions, and your voluntary contributions that enrich class discussions. Be present in class, and stay with the class.

Inappropriate participation will be assessed on inattention or focus on work unrelated to class activities, and on side conversations that disable your understanding of the lesson, distract classmates, and display disrespect to the speaker. Be sure your cell phone and laptop computer are turned off during class; you may not text, may not check email, and may not take phone calls during class. Lack of appropriate participation or inappropriate participation will lower your grade for each class session in which it occurs.

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center. authorization is received.

Grading

Each assignment will be graded based on specific criteria that are stated in the syllabus and are presented during the discussion of each assignment. Please note that unless a mutually agreeable revised due date is negotiated with the instructor, all late assignments will lose five percentage points for each day it is late, and any assignment not submitted within two weeks of the due date will receive a "0." It is within the instructor's purview to apply qualitative judgment in determining grades for an assignment or for a course.

Assignment of grades will follow these Moravian College Catalog definitions, quoted here:

- A, A-: These grades indicate achievement of the highest caliber. They involve expectations of independent work, original thinking, and the ability to acquire and use knowledge effectively.
- B+, B, B-: These grades indicate higher than average achievement. Evidence of independent work and original thinking is expected.
- C+, C, C-: These grades are given when the student has devoted a reasonable amount of time, effort, and attention to the work of the course and has satisfied the following criteria: familiarity with the content of the course, familiarity with the methods of study of the course, and active participation in the work of the class.
- F: This indicates failure.

The Moravian College policy on academic honesty will be followed.

Collaboration with peers can be valuable in enabling your understanding of various aspects of your work. However, the work you submit must be the result of your individual effort, apart from the collaborative process. You may use paper and on-line resources as you develop your work. Here, too, the work you submit must be the result of your individual effort, apart from the resources. In all cases, cite the sources that you used within your paper and in a list of references. Take care to avoid academic dishonesty (plagiarism); consult the Handbook of the American Psychological Association and the Comenius Center Graduate Studies Handbook for further explication of plagiarism. Note that academic dishonesty may result in a zero for the assignment and notification of the Academic Dean, in accordance with Moravian College policy.

Your assessment strategies	5%
Assessment project	
Unit of instruction	10%
Objectives	15%
Assessment Instruments (10% each)	50%
Evaluation of Assessment strategies	20%

Course Outline

I. Assessment Areas

- Content Standards
- Pennsylvania Standards Aligned System (SAS)
- Objectives
- Curriculum Alignment

- Process Assessment
- Reasoning
- Higher Order Thinking
- Metacognition
- Reflection

- Teaching Strategies
- Cooperative Learning
- Problem Based Learning
- Questioning strategies

- Affective and Psychomotor Objectives

- Learner Characteristics
- Diversity
- Learning Styles
- Multiple Intelligences
- Differentiating Instruction

II. Assessment Methods

- Formative vs Summative Assessments
- Formative Assessments
- Performance Assessment
- Portfolios
- Rubrics
- Paper-and-pencil Tests

III. Assessment Issues

- Testing Bias
- Evaluating Groups
- Standardized Tests
- High Stakes Testing
- Statistics for Understanding Test Results
- Validity - Reliability

Course Schedule

8/28	Introduction
9/4	Standards and Pennsylvania's Standards Assessment System (SAS) due: Popham - Ch. 1, 2 Burke - Introduction Your Assessment Plan
9/11	Objectives--Navigating SAS Burke - Ch. 1 Unit of Instruction
9/18	Teaching Strategies and Multiple Intelligences due: Burke - Ch. 2
9/25	Formative Assessment due: Popham - Ch. 12 Burke - Ch. 5 (79-83), 6, 7 SAS - Fair Assessments
10/2	Portfolios and Rubrics due: Popham - Ch. 9 Burke - Ch. 3, 9
10/9	Fall Break
10/16	Individual conferences
10/23	Performance Assessment and Rubrics due: Popham - Ch. 8 Burke - Ch. 4, 5 (84-106) Assessment instrument: Formative assessment
10/30	Interpreting Testing Statistics due: Popham - Ch. 3, 4, 13 Assessment instrument: Portfolio assessment
11/6	High Stakes testing issues; Bloom's Taxonomy Revised due: Popham - Ch. 14 Assessment instrument: Performance assessment
11/13	Tests - Essays - Creative Work due: Popham - Ch. 6, 7 Burke - Ch. 8 Assessment instrument: Rubric
11/20	Affective and Psychomotor Domains, Diversity, Ethics, Bias, Differentiation due: Popham - Ch. 5, 10 Assessment instrument: Paper and pencil test
11/27	Grading due: Popham - Ch. 11, 15, 16
12/4	Summary due: Evaluation of Assessment Strategies

Note: This schedule is tentative and will be modified as necessary.