

ED 3260 Assessment in Education
On-line course

Semester: Summer, 2009

Session: Summer session II (6/29/09 – 7/30/09)

Credit Hour: 3

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Student Office Hours: Telephone conversation can be arranged by e-mail

Course Description:

Assessment in Education is an introductory course for teachers who will face the day-to-day challenges of assessing student achievement. Students study the domains of classroom assessment issues, educational objectives, assessment methods, application of classroom assessment, and principles for selecting and interpreting standardized tests. Students will be required to develop a classroom assessment related to their area of teaching specialization, administer the test and analyze the data.

Course Content:

This course focuses on the application of principles in classroom assessment. The major topics include:

- a) Understanding the classroom assessment challenge
- b) Understanding assessment methods
- c) Applying the assessment techniques into classroom
- d) Communicating effectively about student achievement

Goals of the Course:

- 1) To acquaint students with the basic knowledge concerning the logic and theory of classroom assessment
- 2) To train students in the application of classroom assessment
- 3) To familiarize students with the evaluation of a standardized test
- 4) To help students develop general intellectual skills (acquiring and evaluating knowledge, producing and solving problems and communicating their ideas, both orally and in writing).

Course Objectives:

The course objectives are built around the standards of accreditation agency and University theme.

"Mansfield University undergraduate teacher education" is accredited by the National Council for Accreditation of Teacher Education (NCATE). The complete NCATE elementary education standards can be found at www.ncate.org.

The teacher education program at Mansfield University is also approved by the Pennsylvania Department of Education (PDE). It is designed to prepare teachers for Pennsylvania teaching certification. Students in the program gain skills necessary to prepare elementary students to meet PDE standards. Course-related resources can be found at the Pennsylvania System of School Assessment Web site: www.pde.psu.edu/esscores.html.

The knowledge base of the teacher education program at Mansfield University is developed around the components of professional practice as described in the ASCD *Enhancing Professional practice: A Framework for Teaching* document authored by Charlotte Danielson. The following course objectives are referenced with this framework.

The Mansfield University theme for teacher education is "**Teacher as Reflective Decision-Makers.**" Students in this course will have opportunities to exercise their evaluation of students learning outcomes and make educational decisions.

It is expected that after completing requirements for this course, students will be able to:

1. Understand the topics listed in the above course content section. (Framework #1a, #1b) (PDE standards: EC* ID, IIB, IID; Math IIE**; EE* IB, IIB, IIC, IID, IIE, IIF, IIC, IIID)
2. Understand the meaning of excellence in classroom assessment (Framework #1a, #1b) (PDE standards: EC* ID, IIA, IID; Math IIB, IIE**; EE* IB, IIB, IIC, IID, IIE, IIF, IIC, IIID)
3. Make a personal professional commitment to meeting standards of assessment excellence (Framework #4e, #4f) (PDE standards: EC* ID, IIA, IID; Math IIE, IIIB, IIC**; EE* IIID)
4. Understand classroom achievement targets (Framework #1a, #1c) (PDE standards: EC* ID, IIA, IID; Math IIE**; EE* IB, IIB)
5. Understand the assessment alternatives (Framework # 1a, #1b) (PDE standards: EC* ID, IIA, IID; Math IIE**; EE* IB, IIB, IIC)
6. Utilize appropriate assessment formats based on subjects and student levels. (#1a~#1e) (PDE standards: EC* ID, IIA, IID; Math IIE**; EE* IB, IIB, IIC, IID)
7. Apply different assessment techniques to meet the needs of individual learners. (#1b, #1c, #2a~#2d, #3a, #3b, #3d, #4a) (PDE standards: EC* ID, IIA, IID; Math IID, IIE**; EE* IB, IIB, IIC, IID)
8. Evaluate the advantages and disadvantages of each assessment technique. (#1a, #1d) (PDE standards: EC* ID, IIA, IID; Math IIE**; EE* IB, IIB, IIC)
9. Work in a group to develop different assessment techniques. (#2a~ #2e, #3c, #3e) (PDE standards: EC* ID, IIA, IID; Math IIE, IIIB, IIC**; EE* IB, IIB, IIC)

10. Apply their knowledge of assessment methods by constructing a classroom assessment. (#1a~#1f, #4a) (PDE standards: EC* ID, IIA, IID; Math IIA, IIB, IIE**;
EE* IB, IIA, IIB, IIC, IID, IIE, IIIA, IIIB)
11. Apply their knowledge of classroom assessment by assessing their target students. (#1a, #1b, #2a, #2e, #3a, #3b) (PDE standards: EC* ID, IIA, IID, IIIB, IIIC; Math IIA, IIB, IIC, IIE**;
EE* IB, IIA, IIB, IIC, IID, IIE, IIIA, IIIB)
12. Analyze and evaluate their classroom assessment. (#1a~#1f, #4a) (PDE standards: EC* ID, IIA, IID, IIID; Math IIE**;
EE* IIF)
13. Understand the effective communication about student achievement. (#1a, #1b) (PDE standards: EC* ID, IIA, IID, IIIC, IIID; Math IIE, IIID**;
IIIC, IIID; EE* IIIC, IIID)
14. Understand the classroom perspectives on standardized tests. (#1a, #1b, #1d) (PDE standards: EC* ID, IIA, IID; Math IIE**;
EE* IB, IIB)
15. Demonstrate their competency in the course through a course portfolio. (#4b) (PDE standards: EC* ID, IIA, IID, IIIA; Math IIE, IIIA, IIIB**;
EE* IB, IIB, IIC, IID, IIE, IIF, IIIA, IIIB, IIIC, IIID)

Course Format:

This is an online course and you will not meet in a traditional classroom. Instead, you will complete your lessons and communicate with your instructor and classmates using email and an interactive website.

The course consists of a sequence of lessons, one that orients you to the Blackboard system, and the rest on different areas of assessment. To complete these lessons you will read from a textbook, visit and learn from recommended websites, prepare short essays on assigned topics, answer questions, and complete computer-based activities.

The course assumes no previous background in assessment. However, all students must be competent users of email, word processing software and an internet browser. If you do not have these skills then you are not ready for online study.

Software / Computer Skills:

This course has an expectation that all students will have access to a web-connected computer running Windows 2003 (or greater), Internet Explorer, and Microsoft Word. Students must understand the use of these software tools to be successful in this course. You will use Internet Explorer to access the course website and submit online assignments. In addition, your papers must be submitted as **Microsoft Word files**. It is up to you to acquire the skills and software to meet this requirement. Tutoring and assistance with questions can be obtained by going to the Information Desk at the North Hall Library of Mansfield University or calling 570-662-4671. Assistance is also available at the Learning Center, Mansfield University or contact your university for assistance.

Responsibilities of Online Learners:

As an online learner, you will be responsible for determining the pace and schedule of

your work. You can complete the readings and activities at any times that are convenient to you as long as they are submitted before the assignment deadline.

Although you might be completing your work hundreds of miles from Mansfield University, you should expect to have frequent contact with your instructor and classmates via e-mail, electronic document exchange and the online discussion board. All of your assignments will be submitted using these tools and an interactive website. You can also use the online discussion board to ask questions, offer comments, and obtain advice from both your instructor and your fellow students.

Lesson Format:

For each lesson, you will visit the course website to obtain your instructions. You will then complete your work by doing some or all of the tasks listed below.

- Read assigned materials from the textbook.
- Visit recommended websites to read or obtain data.
- Complete activities designed to apply what you have learned or deepen your understanding.
- Write an essay that summarizes your knowledge.
- Submit all work for that lesson as specified on the course website.
- Your instructor will respond to your work a few days after the lesson due date.

Lesson Availability and Due Dates:

All lessons will be posted at least two weeks prior to the due date and you may begin working on a lesson as soon as it is posted. A list of the lessons and the scheduled due dates are shown in the table below.

Input:

The main sources of information are readings and discussions. Discussions will focus on certain technical points from the texts. Students should read the textbook and participate in the discussion board.

Output:

The extent to which students attain the goals of the course will be assessed from their performance on written examinations, participation in the discussion board, development of a test and course portfolio.

Required textbook:

- Jane Benjamin (2009) Classroom Assessment: A Practical Guide for Educators, CAT Publishing Inc., ISBN: 978-1-56226-625-7

This book can be purchased at the campus bookstore at Mansfield University.

- LiveText CD software: Maybe purchased at the bookstore
Students **must have** LiveText CD software for assessment course portfolio.

Bibliography

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Evaluation Scheme

Progress tests	30%	(objective #1, #2, #4, #5, #8, #13, #14)
Project	30%	(objective #1, #2, #4, #5, #6, #7, #8, #10, #11, #12)
Chapter reflection	15%	(objective #1, #2, #4, #5, #8, #13, #14)
Participation	10%	(objective #1, #2, #4, #5, #8, #9, #13, #14)
Course Portfolio (LiveText)	15%	(objective #3, #9)

Four progress tests are scheduled for the dates shown in the course calendar below. It will be posted in blackboard “tests”. The on-line tests will not be available after the due date. Students will have **two hours** to complete each progress test. The test is “force completion’. In other words, once you log on to take the test, you must complete and submit it. You will not be able to log on again if you don’t complete the test. The chapter test consists of multiple choice questions only. **Please note the availability of the testing time. If any technical problems occurred during the test, please e-mail me immediately.**

The project requires students to construct a classroom assessment - a pencil and paper test based on the objectives students develop. Students are required to **pair up** with a classmate through discussion board. The objectives are specific to a selected group of students and a subject specialization. Once the test is constructed, **students are required to administer their tests to a class of about 20 students.** (Note: this is the requirement in the regular semester. Since this is the summer course and most schools are not in session, I will provide a hypothetical test result for you to evaluate the validity and reliability of the assessment. In other words, you do not need to administer your test to a real classroom). The grading criteria will be based on **the clarity of the concept, the organization of the content, the level of complexity, and the writing skills.** The project should be **typed, double spaced, font 12, in English.** In terms of grading, a brief and concise argument rather than a long paper is desired. The guidelines for this assignment are detailed in a separate file located in “**Project**” in content area of BB. The due dates for each part of this assignment are shown in the course calendar below. **Late submission will not be accepted for credit. The project should be submitted in “Project” as word document or rtf document.**

The Chapter reflection can be a reflection of the chapter in paragraph form or students may elaborate a particular point from the chapter. It should be submitted on the due date (at 11:59pm) listed in the course calendar **to LiveText. Late submission will not be accepted for credit.** I will **randomly select** a few chapters to grade. Grading criteria will be based on the organization of the content, the writing skills, and the overall quality of the reflection in comparison to others. The minimum length of each chapter reflection is (but not limited to) 1 page.

Students are required to participate in discussions in discussion board in BB. There are two issues posted in the discussion board. Detailed directions are posted under the discussion forum in discussion board.

Each student must maintain a course portfolio, which includes all of the work completed during the semester. The electronic portfolio **using LiveText** software is

required. The grading criteria of this portfolio will be based on the **completion** of the work, which includes all of the course material in the blackboard, the **organization**, the appearance and the overall quality. In order **to receive an "A"** in your portfolio, students **must** demonstrate **outstanding** work, in which students are strongly encouraged to search for **additional articles** in the research journals, magazines or newspapers and **make notes** on the paper and **write a reflection paragraph** for the article. In addition, a one- page **chapter reflection (mentioned above)** should be included in the portfolio. The electronic portfolio will be evaluated periodically throughout the course. The final due date for the portfolio is listed in the planned course schedule. **It is the students' responsibility to ensure that they have the knowledge and the skills to use LiveText for the course portfolio.** However, a file contains the direction of creating a portfolio in LiveText is posted in "**assignment**". In addition, grading rubric for the portfolio is also posted in the "**assignment**".

Letter grades and their percentage equivalents are as follows:

A 95%-100%	A- 90%-94%	
B+ 87%-89%	B 84%-86%	B- 80%-83%
C+ 77%-79%	C 74%-76%	C- 70%-73%
D+ 67%-69%	D 64%-66%	D- 60%-63%
F 59% and below		

Add / Drop / Withdraw / Incompletes:

The policies for adding the course, dropping the course and withdrawing will follow those described in the Mansfield University Undergraduate Catalog.

Incomplete final grades are not possible. Any assignment that is not received by the specified deadline will be scored as a zero. Course deadlines will be strictly maintained and students should work diligently to meet them.

Office Hours:

The fastest way to get assistance at any time is to post a message in the "Helping Each Other Conference" on the course discussion board. This should be your first approach for asking questions of a general nature. One of your classmates will likely help you within a short period of time and your instructor will read and respond to unanswered questions within 48 hours unless otherwise announced.

For questions about grades or other private matters you should email your instructor at jbenjami@mansfield.edu. Again, she will respond within 48 hours unless otherwise announced. Phone conversations or chat meetings with your instructor can be arranged at times of mutual convenience, however, the instructor is unable to accept collect calls outside of the Mansfield local dialing area.

Your Study Schedule:

If you are coming into this course thinking that online study is a way to "click your way to three credits" then you will be in for a rude awakening. Be prepared to spend a significant amount of time completing this course. You are expected to spend between 5 and 15 hours on the typical lesson.

When you take an on-campus course, you spend about 45 hours in the classroom. In addition, you should spend an even larger amount of time reading, going to the library, completing homework, and writing.

The key to success is self-motivation and perseverance. Set some special work hours every week and stick to them. Learning at home requires much greater dedication than learning on-campus. This course allows you great flexibility as long as you meet the inflexible deadlines.

You can begin working as soon as the Blackboard is available. Each week you must do enough work to complete one lesson. The amount of time needed to complete a lesson will vary depending upon the length of the lesson, your reading speed, and your writing ability.

Course Website:

All of your assignments will be posted on or emailed through the Blackboard course management system. This system enables you to post messages for your classmates and instructor, send email to any course participant, and complete your assignments online. Every student should plan for regular and frequent use of personal or university computers to access this website and do these assignments.

Planned Schedule for Course Topics

Date	Topic	Chap	Due Date	Chapter in Text (PDE standards)
06/29 to 07/02	Blackboard Orientation Introduction of Assessment Objectives and Cognitive Levels	1 2	Blackboard tasks & Chapter 1, 2 reflection (07/02 at 11:59pm) Partnership for test development project (07/02 at 11:59pm)	1(PDE standards: EC* ID, IIA, IID; Math IIB, IIE**; EE* IB, IIB, IIC, IID, IIE, IIF, IIIC, IIID) 2 (PDE standards: EC* ID, IIA, IID; Math IIE**; EE* IB, IIB)
07/03 to 07/05	Types of Assessments Test Blueprint	3 4	Chapter 3,4 reflection Progress test #1 (cha1-4) (07/05 at 11:59pm)	3,4 (PDE standards: EC* ID, IIA, IID; Math IIE**; EE* IB, IIB)
07/06 to 07/09	Selected Response Non-Selected Response Examples of Paper and Pencil Test -Test Blue Print and Questions	5 6 7	Chapter 5,6, reflection Project determination and Part A; Progress test #2 (chap 5-7) (07/09 at 11:59pm)	5,6,7 (PDE standards: EC* ID, IIA, IID; Math IIE**; EE* IB, IIB, IIC)
07/10 to 07/12	Properties of Assessment	8	Test Critique (issue#1) on discussion board (07/10 at 11:59pm) Chapter 8 reflection & Project Part B (07/12 at 11:59pm)	8(PDE standards: EC* ID, IIA, IID; Math IIE**; EE* IB, IIB)
07/13 to 07/16	Basic Statistics Standardized Test	9 10	Chapter 9,10 reflection; Progress test #3 (chap 8-10) (07/16 at 11:59pm)	9,10 (PDE standards: EC* ID, IIA, IID; Math IIE**; EE* IB, IIB)
07/17 to 07/19	Performance Based Assessment Examples of Performance Based Assessment Portfolio	11 12 13	Chapter 11,13 reflection Performance based assessment (issue #2) on discussion board; Project Part C (07/19 at 11:59pm)	11, 12,13 (PDE standards: EC* ID, IIA, IID; Math IIE**; EE* IB, IIB, IIC)
07/20 to 07/23	Communication Assessment	14	Portfolio & Chapter 14 reflection (07/23 at 11:59pm)	14(PDE standards: EC* ID, IIA, IID; Math IIE**; EE* IB, IIB, IIC)
07/24 to 07/26	Grading and Reporting Disposition	15 16	Chapter 15,16 reflection (07/26 at 11:59pm)	15(PDE standards: EC* ID, IIA, IID, IIIC, IIID; Math IIE, IIID**; IIIC, IIID; EE* IIIC, IIID)
07/27 to 07/30	Assessing Students with Special Needs	17	Chapter 17 reflection Progress test #4 (11-17) (07/30 at 11:59pm)	16,17(PDE standards: EC* ID, IIA, IID; Math IIE**; EE* IB, IIB)