

COURSE SYLLABUS

I. Course Number and Title:

EDUC 514
Analyzing and Applying Assessment Data

II. Academic Credit:

3 graduate credits

III. Course Rationale:

The ability to conduct assessment in the classroom ranks among a teacher's most essential educational tools. Ongoing formal and informal classroom assessments provide teachers with the information they need to monitor and make decisions about their pupils, teaching, learning and grading. Increasingly, teachers must confront not only their own traditional classroom assessments, but also those required by external sources such as school districts, states and the federal government.

Assessment principles and practices apply to a full range of teacher decision-making, including assessments for: organizing a class at the start of the school year, planning and conducting instruction, grading, constructing formal assessments to determine student learning and interpreting and analyzing standardized and state mandated tests to improve curriculum and student achievement.

IV. Course Description:

The capstone course is an opportunity for students to demonstrate that they have achieved the goals for learning established in their professional development plan. This project should take into consideration all of the courses leading to this degree and focus on a student's personal interest area(s) as they relate to improvement in two of the INTSAC teaching standards.

V. Place of Course in the Curriculum:

This course is one in a sequence of 12 (C&I) or 10 (SECP) courses, and is required of all students seeking an Education Masters degree with an emphasis in Curriculum and Instruction, or those seeking initial certification in the Graduate Teacher Certification program

VI. Course Goals and Objectives:

The goals of this course are:

1. To understand that assessment is an every day, ongoing part of teaching
2. To recognize the need for authentic educational assessment in the light of current expectations of schools

3. To understand differences between teacher-made, commercial, and state-mandated achievement tests in terms of objectives, construction, scoring and use.
4. To analyze and interpret formal classroom and commercial standardized assessment data
5. To identify and understand the changing attitudes toward assessment
6. To gain and apply knowledge of a teacher's ethical responsibilities in collecting or using assessment information

Students who successfully complete this course will:

- Define basic assessment terms such as measurement, test, standardized, validity, and reliability
- Explain the interrelationship between instruction, curriculum and assessment
- State differences between teacher-made, commercial, and state-mandated achievement tests in terms of objectives, construction, scoring and use.
- Demonstrate ability to construct classroom assessments, use assessment devices constructed by others, and plan instruction based on assessments that can help guide teacher's instructional decision-making.
- Construct, and implement non-test assessment strategies.
- Develop valid student grading procedures based on student assessment.
- Communicate assessment results to students, parents, other lay audiences, and other educators.
- Administer, score, and interpret the results of both externally produced and teacher-produced assessment tools.
- Articulate a personalized definition of the formative assessment process based on research and comparisons to other types of assessment
- Contrast performance assessment with alternative types of assessment, including portfolios
- Give examples of teachers' ethical responsibilities in collecting or using assessment information

VII. Course Content:

Unit I Why Do Teachers Need to Know about Assessment

- Purpose of assessment
- Definitions used in testing, measurement, assessment and evaluation
- Methods of collecting assessment information
- Standardized and non-standardized assessments
- Individual and group assessments

Unit II Deciding What to Assess and How to Assess It

- Characteristics of good assessment – Reliability and Validity
- Summative and formative assessments
- Performance and portfolio assessment
- Ethical issues and responsibilities

Unit III Formal Assessment: Teacher-Made and Textbook Tests

- The logic of formal assessment
- Preparing students for formal achievement tests
- Types of test items
- General guidelines for writing and critiquing test items
- Assembling and administering the test
- Scoring tests

Unit IV Standardized Achievement Tests

- Perceptions of standardized tests
- Commercialized achievement tests
- Administering commercial standardized achievement tests
- Validity of commercial achievement tests
- State mandated achievement tests (construction and scoring)

Unit V Making Sense Out of Standardized Test Scores

- Standardized tests

- Group-focused test interpretation
- Individual student test interpretation
- SAT and the ACT
- What do classroom teachers really need to know about interpreting standardized test

Unit VI Emerging trends in assessment

Unit VII Data driven decision making

Unit VIII Theory into practice

VIII. Methodology:

Methods of instruction that work well for this course include, but are not limited to:

- A. Lectures
- B. Readings
- C. Written Assignments
- D. Oral Assignments
- E. Collaborative Group Work
- F. Whole Class and Small Group Discussions
- G. Presentations
- H. Teaching Demonstrations
- I. Guest Speakers
- J. Videos
- K. Case Studies
- L. Debate
- M. Journaling
- N. Wikis
- O. Blogs

IX. Student Roles:

1. Read assigned material and be prepared to participate in discussions each week in both large and small groups. Students must be able to support positions with relevant research on topics covered.
2. Written assignments
3. Complete a research project to share with class (graduate research paper, Power Point presentation, video, podcast, wiki, blog or other project format approved by instructor)
4. Maintain a weekly journal to reflect on professional growth and development
5. Teaching demonstrations
6. Update portfolio with relevant artifacts in the appropriate teaching standards to demonstrate professional growth and development

X. Assessment:

Enter the method category and percentage assigned to each method. The total should equal 100%. Specify various evaluation tools which work best for the course: papers, reports, individual or group projects, discussion, participation, tests etc.

Example:

Weekly Discussion	20%
Weekly Journal	10%
Reaction/Reflection Papers	20%
Research Project	40%
Final Exam	<u>10%</u>
	100%

Development of a grading rubric in each category is strongly recommended for objective rather than subjective evaluation.

XI. Bibliography:

Ainsworth, L.B. and Viegut, D.J. (2006). *Common formative assessments: How to connect standards-based instruction and assessment*. Thousand Oaks, CA: Corwin Press.

Airasian, P. W. (2000). *Assessment in the classroom: A concise approach* (2nd ed.). Boston: McGraw-Hill.

Airasian, P. W. (2001). *Classroom assessment: Concepts and applications* (4th ed.). Boston: McGraw-Hill.

Arter, J. and Chappuis, J. (2007). *Creating and recognizing quality rubrics*. Boston: Prentice Hall.

Bambrick-Santoyo, P. (2010). *Driven by data: A practical guide to improve instruction*. San Francisco, CA: Jossey-Bass.

Brookhart, S.M. (2008). *How to Give Effective Feedback to Your Students*. Association for Supervision and Curriculum Development: Alexandria, VA.

Chappuis, J. (2009). *Seven Strategies of Assessment for Learning*. Boston: Allyn & Bacon.

Fisher, D. and Frey, N. (2007). *Checking for understanding: Formative assessment techniques for your classroom*. Association for Supervision and Curriculum Development: Alexandria, VA.

Marzano, R.J. (2006). *Classroom assessment & grading that work*. Association for Supervision and Curriculum Development: Alexandria, VA.

McTighe, J., & Ferrara, S. (Eds.). (1998). *Assessing learning in the classroom* (Revised ed. Vol. 1): NEA.

Nitko, A. (2004). *Educational Assessment of Students*. Upper Saddle River, New Jersey: Pearson/Merrill Prentice Hall.

Popham, W. J. (2008). *Transformative assessment*. Association for Supervision and Curriculum Development: Alexandria, VA.

Popham, W. J. (2005). *Classroom assessment: What teachers need to know*. Boston: Allyn and Bacon.

Stiggins, R.J., Arter, J.A., Chappuis, J. & Chappuis, S. (2009). *Classroom assessment for student learning: Doing it right-using it well*. Boston: Allyn & Bacon.

Venn, J.J. (2000). *Assessing Students with Special Needs* (2nd ed.). Upper Saddle River, New Jersey: Prentice Hall.

ADA and Academic Support

Students with a documented disability, who need reasonable accommodations, should contact ADA & Academic Support located in Link Library to arrange an appointment to discuss their individual needs. Students are also encouraged to notify their instructors immediately about any disability-related academic needs they may have. To contact the ADA & Academic Support Director, Patrick Hargon, please call 402.643.7377 or 800.535.5494 ext. 7377 or email Patrick.Hargon@cune.edu.

Dates of Initial Approval and Revision:

Initial Approval:

Revised: May 22, 2010

Recommended Text:

Butler, S. M. & McMunn, N. D. (2006). *A teachers guide to classroom assessment: Understanding and using assessment to improve student learning*. San Francisco, CA: Jossey-Bass.

ISBN-10: 0787978779

ISBN-13: 978-0787978778

Reference/Resource Materials

[Education Policy Analysis Archives: Vol. 3 No. 6 Sanders & Horn "Educational Assessment Reassessed"](#)

For decades, the assessment of educational entities--school systems, individual schools, and teachers--has evoked strong and sometimes violent emotions from the educational community, the general public, and their legislative representatives. In spite of attempts to codify standards for the evaluation of these entities, assessment experts remain denominationalized--often religiously so. Methods of assessment based on the use of standardized tests have come under intense fire in recent years with some critics going so far as to call for their complete elimination. Those who advocate alternative methods of assessment have become increasingly outspoken in establishing exclusive rights to the legitimate assessment paradigm. However, some of the most respected advocates of alternative assessment have taken a more moderate view, warning against an "either-or" mentality (Brandt, 1992, p. 35). Reflecting this more moderate perspective, this paper strongly advocates the use of multiple indicators of student learning, including those provided by standardized tests.

[The Nation's Report Card - National Assessment of Educational Progress - NAEP](#)

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Assessments in world history and in foreign language are anticipated in 2012.

[State Profiles](#)

State Profiles present key data about each state's student and school population and its NAEP testing history and results. The profiles provide easy access to all NAEP data for participating states and links to the most recent state report cards for all available subjects.

[Rethinking Assessment and Its Role in Supporting Educational Reform](#)

Assessment of student achievement is changing, largely because today's students face a world that will demand new knowledge and abilities. In the global economy of the 21st century, students will need to understand the basics, but also to think critically, to analyze, and to make inferences. Helping students develop these skills will require changes in assessment at the school and classroom level, as well as new approaches to large-scale, high-stakes assessment.

[Measuring Skills for the 21st Century](#)

Leaders in government, business, and higher education are calling for today's students to show a mastery of broader and more sophisticated skills like evaluating and analyzing information and thinking creatively about how to solve real-world problems. But standing in the way of

incorporating such skills into teaching and learning are widespread concerns about measurement.

[Assessing the Learning Process](#)

Traditional styles of teaching focus almost exclusively on auditory presentation of material to students — in other words, lecturing. K–12 education is moving away from that traditional model towards methods of teaching that address children’s multiple intelligences and are appropriate to different types of learners, not only auditory learners.

[Performance Assessment and Electronic Portfolios: Their Effect on Teacher Learning and Education](#)

Studies of teacher participants in the national board certification process report that individual teachers can learn a great deal from developing a portfolio and completing the assessment center exercises.

[How Do Critical Thinking Measures Fit Within Standards- Based Reform?](#)

In this article, we consider three components of the current assessment landscape and analyze the problems inherent in documenting student performance and progress. In particular, we focus on middle-secondary subject matter. First, we address state standards that are fundamental to most large-scale assessment systems. Then, we reference the curriculum, critiquing the text structures that frame content information and eventually limit the type of learning that can be documented. Finally, we consider critical thinking measures, an alternative procedure for monitoring student performance and progress. We end with an analysis of alignment between the three components.

[Common Assessments](#)

A common assessment is a uniform tool developed and administered in a given time frame by all teachers in a grade level or course. The assessment includes various types of questions to measure students’ understanding of essential knowledge. After administering the assessment, the teachers score the students’ work and compile the results. Data from the assessments is shared at a team or department meeting in order to determine how teachers should respond to the assessment data. Ultimately, the goal is to use assessment data to provide immediate feedback and support to students in order to ensure student learning and academic progress.

[National Council of Measurement in Education \(NCME\)](#)

The National Council on Measurement in Education (NCME) is a professional organization for individuals involved in assessment, evaluation, testing, and other aspects of educational measurement. Members are involved in the construction and use of standardized tests; new forms of assessment, including performance-based assessment; program design; and program evaluation.

[Using Standardized Test Data To Guide Instruction and Intervention](#)

When teachers review test score reports, they may find the sheer volume of information presented overwhelming, and they may also be unsure how to interpret and use results in the classroom. While the idea of data-driven decision-making is not new, it does require a special skill to focus on a few key pieces of information from a test and use them to make instructional changes.