

Santa Clara University
EDUC 290 Syllabus
Issues in Assessment
Smithenry
Winter 2008, Section 38407

<i>Instructor</i>	Dennis W. Smithenry, PhD
<i>Contact Info</i>	dsmithenry@scu.edu, 408-551-3000 x6143
<i>Class Time</i>	Tuesdays, 5:00 - 8:00 pm
<i>Location</i>	Arts & Sciences 129
<i>Required Text</i>	Student-Involved Assessment for Learning by Rick Higgins ©2008, Publisher: Pearson Prentice Hall
<i>Office Hours</i>	Tuesdays, 3:00-4:30 pm and Wednesdays, 3:30-5:00 pm in Bannan 215 [must make appt. through Jim Sullivan (408-554-6801 or jpsullivan@scu.edu)]

Course Description

This course is designed to help you understand, integrate, and skillfully apply the principles of assessment. You will be taught how to develop assessments that align well with your lesson objectives and provide information about what your students have learned. Overall, this course will help you to understand the principles of assessments, construct valid assessments of student learning, recognize the strengths and limitations of various assessment types, and learn about the legal and ethical implications in the use of assessment data. At the end of this course, you will be able to develop, administer, and score a range of sound formative and summative assessments that will help your students learn.

Course Objectives

1. Understand the relationship between learning and assessment decisions. **(Std 3c)**
2. Develop assessment tools that will assist in making educational decisions. **(Std 4a)**
3. . **(TPE 3)**
4. Use the results of assessment in planning, teaching, developing curriculum, and making decisions regarding school improvement. **(Std 4a, TPE 8)**
5. Develop a valid grading system. **(TPE 3)**
6. Communicate the results of assessment to students, parents, other educators and lay audiences. **(TPEs 3 & 6a)**
7. Recognize the unethical, illegal and otherwise inappropriate uses of assessment. **(TPE 12)**
8. Identify assessment procedures appropriate for English Language Learners. **(Std 13)**
9. Identify proper procedures for referring students for special services. **(Std 14)**

Course Requirements

Students will be required to complete a **portfolio** of work in the categories listed below. Further details about each category are given in the sections that follow.

- 1) Assessment Package
- 2) Reading Responses
- 3) Contributions & Participation within the Classroom Community
- 4) Model Unit Plan (taught by Prof. Smithenry)

Assessment Package

The main course objective is for you to learn how to develop, administer, and score a range of sound formative and summative assessments that will help your students learn. Towards that goal, you will develop an assessment package that contains the six elements listed below. Note that you must actually administer and score one assessment in a classroom setting. Hopefully most of you are either student teaching or have your own classroom. If not, we will find a suitable alternative.

- A. Unit Plan Topic
- B. Learning Targets (at least 10)
- C. Learning Propositions (at least 20)
- D. 3 Assessments, each using a different assessment method: Selected Response, Essay, Performance, or Personal Communication. Of these three assessments, two of them must be formative and one must be a summative. Also, one of the three assessments must be administered and scored.
- E. Scoring Devices for **each** Assessment in D.
- F. Reflection Paper on administered and scored formative assessment (what went well, what could be improved, and what you learned about students' understanding)

Note that I will be developing an assessment package for the model unit plan that I will be teaching to you during a portion of each class session. My assessment package will serve as an example, model, and guide for what is expected in your assessment packages. Relevant portions of my assessment package will be made available throughout the quarter.

Reading Responses

Reading assignments will be given at the end of each class session, along with questions about the reading. Your thoughtful and reflective response to these questions must be submitted via ANGEL at least 3 hours before the beginning of the next class session. You will find the "drop box" for the reading response under the "LESSONS" tab in ANGEL. Bring a hard copy of your response to class so that you are ready to participate in the class discussion about the readings. These hard copies should be then placed into your portfolio (described later).

Contributions & Participation within the Classroom Community

You will be assessed on the quality of your contributions and participation in this class. During the first or second session, we will discuss what "quality" means in the context of contributing and participating in class discussions, brief student presentations, and the classroom community.

Model Unit Plan (taught by Prof. Smithenry)

Over the course of the quarter, I will role-play as a high school science teacher who is teaching a unit on the concept of the “mole.” During this unit, I will be assessing (both formatively and summatively) your progress towards learning my lesson objectives. Note that the grades that you receive on the summative assessments will count toward 5% of your total grade in the EDUC 290 course. My purposes here are threefold. First, I will use this role-playing opportunity to make transparent the assessment decisions that a (high school) teacher makes. Second, the assessments that I will develop, administer, and score will serve as a model for those that you will be developing, administering, and scoring. Lastly, by making the summative assessments count toward part of your EDUC 290 grade, you will be more serious about learning the science concepts that I will be teaching.

Other Course Information

Attendance Policy

My expectation is that you will attend all class sessions. A major part of your learning will occur in the classroom where you will experience model lessons, take part in model assessments, and participate in class discussions. Your fellow classmates and I are counting on your contributions in the classroom activities so that we can develop an effective learning community. Therefore if you miss class, your absence affects not just you, but all of us. As shown in the table, missing two or more classes will result in additional learning opportunities for you. However, if you miss just one class during the entire course, you will not earn additional learning opportunities. It is up to you to use this “free pass” wisely. I respect that you are an adult capable of making the decision of whether or not it is absolutely necessary for you to miss class. You do not have to inform me of your reason for missing class, just make sure that you coordinate with a class member to find out what you missed. Please note that if you miss between 30-90 minutes of a session, this absence counts as missing one-half of a session. If you miss more than 90 minutes of a session, this absence counts as missing one full session. You cannot pass this course if you miss three or more sessions. Note that we will meet for the full three hours during each session.

Attendance	Additional Learning Opportunity Earned
Miss ² 1 session	0
Miss 2 sessions	1 extra assignment (10% of grade)
Miss ³ 3 sessions	retake course

Grading Policy—Portfolio

I will be assigning a course grade based on the portfolio of assignments that you created (and refined and revised) throughout the quarter. Your portfolio will be an **organized** three-ringed binder that is due on March 18, 2008 at 5:00pm. Note that your final portfolio should include the “best” versions of each assignment that you wish to submit for my assessment. During the second session of this course, you will receive a draft of a rubric that will be used to assess your portfolios. Working together, we will review this draft rubric together to ensure that the assessment criteria within the rubric are clear and appropriate. A revised draft will be given to you during the third session so that

you clearly understand what is expected of your portfolio. At the end of the quarter, you will be responsible for assessing your portfolio by filling out the rubric. You will turn in this filled-out rubric along with your portfolio on the last class session. During finals week, I will review your portfolios and assess them using the same rubric. If there are major discrepancies between your rubric and mine, I will request a meeting in person or over the phone so that we can work through these discrepancies. Your portfolio will be graded in five different areas and weighted as below:

- Assessment Package (60%)
- Reading Responses (20%)
- Contributions & Participation (15%)
- Model Unit Plan Assessments (5%)

The final grade will be calculated based on performance on the various components of the course and their weights. Below is the scale for the assignment of grades:

A	94-100%	C	74-76%
A-	90-93%	C-	70-73%
B+	87-89%	D+	67-69%
B	84-86%	D	64-66%
B-	80-83%	D-	60-63%
C+	77-79%	F	<60%

Email Policy

I prefer to talk with you in person to answer any questions that you have in regards to this course (or teaching in general). Therefore, please make use of my office hours if you wish to have a discussion with me about your course assignments, unit plan ideas, lesson plan ideas, etc. Please limit your emails to me to the following items:

- Questions or concerns that may be relevant to the entire class (ex. mistake on the syllabus, clarification on reading response, etc.)
- Submission of reading responses when ANGEL is not working
- Scheduling an office appointment outside of the regular office hours

I check my email once a day. If an email response is necessary, you may expect my reply within one to two days after my receiving your email, so plan accordingly.

Office Hour Appointment Policy

I have asked Jim Sullivan to schedule appointments during my office hours. To schedule a 30-min. appointment with me during my office hours, contact Jim Sullivan (408-554-6801 or jsullivan@scu.edu) and schedule your appointment before office hours begin. No appointments will be scheduled on a particular day after office hours begin.

Late Work Policy

Although your work will be formally assessed at the end of the quarter, much of the course work will have a deadline (ex., reading responses, homework tasks, etc.). The portfolio rubric will contain sections that address how well you met the deadlines for each assignment. Note that if you do not

meet a particular deadline, you should still complete the assignment and place it in your portfolio. In terms of the portfolio, for every day it is late beyond its deadline, your overall course grade will be reduced by 5%.

Disability Policy

To request academic accommodations for a disability, students must contact Disability Resources located in the Drahmann Center in Benson, Room 214, (408) 554-4111; TTY (408) 554-5445. Students must provide documentation of a disability to Disability Resources prior to receiving accommodations.

ANGEL COURSE MANAGEMENT SYSTEM

To access course materials and submit reading responses in ANGEL, please follow these instructions:

1. If you don't have an ANGEL account, go to <http://angel.scu.edu> and click on the Request an Account link. (If you do have an account, skip to step 3).
2. Fill out the form. Make sure you enter a valid email address. Your ANGEL username and password will be immediately mailed to the email address you specified in the Request an Account form.
3. Login to ANGEL using the username and password that were emailed to you.
4. On your Home page, in the Courses section, click on Find a Course.
5. In the Keyword Search box, type in your instructor's last name. Leave the other fields blank. A list of his courses will appear.
6. Find the course you want to enroll in and click the Enroll by PIN link under the course name.
7. Type in the PIN your instructor gave you. (EDUC 290 PIN = *asses*) Click the Enroll button.
8. That's it, you're in. If you don't see an Enroll by PIN link, contact your instructor or send an email to angelsupport@scu.edu.

Tentative Class Schedule

Session	Date	Readings Due	Topics
1	1/8	***	Introduction
2	1/15	Stiggins, Ch. 1-2	Understanding Why We Assess & Guiding Principles
3	1/22	Stiggins, Ch. 3	Defining Achievement Targets
4	1/29	Stiggins, Ch. 4	Designing Quality Assessments
5	2/5	Stiggins, Ch. 5-6	Selected Response & Essays
6	2/12	Stiggins, Ch. 7-8	Performance and Personal Communication
7	2/19	Stiggins, Ch. 10	Managing & Communicating
8	2/26	Stiggins, Ch. 11	Report Cards
9	3/4	Stiggins, Ch. 12	Portfolios & Conferences
10	3/18	TBA	TBA

