



## **EDCI 655: Assessment of Learning and the Learner COURSE SYLLABUS**

**Instructor:** Joyce E. Kyle Miller, PhD  
**Office Location:** Mesquite Metroplex Center  
**Office Hours:** 12 noon – 5pm, Tuesday, Thursday  
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### **COURSE INFORMATION**

#### **Textbook(s) Required:**

Popham, James W. (2011) Classroom Assessment: What Teachers Need to Know, 6<sup>th</sup> Edition, Allyn & Bacon, Boston, MA.

#### **Course Description:**

This course provides an examination of the uses of assessment practices and strategies to improve student learning. Special emphasis will be placed on authentic assessment practices, standardized tests, and developmental screenings. Additionally, students will become familiar with measures to assess learners with special needs and learners from linguistically and culturally different backgrounds.

#### **Student Learning Outcomes:**

1. Students will be able to develop effective grading rubrics to assess student work and to promote learning in the classroom.
2. The student will develop skills and knowledge in assessing learners, classrooms, families and investigate the selection and design of evaluation instruments.
3. The student will expand their knowledge of how to interpret and use assessment data to improve learning in the classroom.
4. The student will be able to describe and distinguish between assessment, screening, information and formal assessments
5. The student will become familiar with measures and practices used to identify school readiness skills and educational interventions.

6.The student will identify key principles of a learner-centered paradigm of student assessment.

7.Students will identify key elements of reform in the assessment of student learning.

#### Topics and Content Areas:

1. **Assessment as part of a developmental and instructional process**
2. **Why Do Teachers Need to Know About Assessment?**
3. **Deciding What to Assess and How to Assess It**
4. **Reliability of Assessment**
5. **Validity**
6. **Absence-of-Bias**
7. **Selected-Response Tests**
8. **Constructed-Response Tests**
9. **Performance Assessment**
10. **Portfolio Assessment**
11. **Affective Assessment**
12. **Improving Teacher Developed Assessments**
13. **Formative Assessment**
14. **Making Sense Out of Standardized Test Scores**
15. **Appropriate and Inappropriate Test-Preparation Practices**
16. **The Evaluation of Instruction**
17. **Assessment –Based Grading**
18. **Authentic Assessment**
19. **Developmental Screenings**
20. **Rubrics**
21. **Technology and Assessments**

<b>COURSE REQUIREMENTS</b>
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Each student will upload all assignments to eCollege:

- A **pre-course personal statement** and a **post-course personal statement** of what assessment means to you.
- A review of the **ASCD Monographs on Assessment** (See Course References.).
- A review of Tests in Print, Mental Measurement Handbook and Test Critiques for reviews of **Developmental Screening** instruments, **Assessments of student achievement** in school learning instruments. Instruments used for **Bilingual assessment** and **reading assessment** will be reviewed. Brief descriptions of the psychometric properties of each instrument will be provided.
- A review of **two** grading rubrics for **oral presentations, group presentations, subject specific rubrics, or discussion** rubrics. See [Rubrics, click here](#)
- A **pre-course personal assessment** and a **post-course personal assessment** of what assessment means to you;
- A Mid Term Exam and Final Exam will be required.
- Students will provide responses and reflections based on **selected scenarios** connected to each chapter of the textbook
- Students will participate in **in-class discussions** related to text chapter topics.
- Students will use eCollege for accessing resources needed for class and for uploading assignments to be graded and viewed by the class.

## Grading

The following grading system will be used to evaluate all assignments. Assignment grades will be averaged to arrive at the final course grade.

90 – 100 A;  
80- 89 B;  
70-79 C;  
60-69 D

## Course References

### Assessment (active links)

- *Advancing Formative Assessment in Every Classroom: A Guide for Instructional Leaders* (2009) by Connie M. Moss and Susan M. Brookhart
- *Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model* (1993) by Robert J. Marzano, Debra Pickering and Jay McTighe
- *Assessment in the Learning Organization: Shifting the Paradigm* (1995) edited by Arthur L. Costa and Bena Kallick
- *Checking for Understanding: Formative Assessment Techniques for Your Classroom* (2007) by Douglas Fisher and Nancy Frey
- *Classroom Assessment & Grading that Work* (2006) by Robert J. Marzano
- *Collaborative Analysis of Student Work: Improving Teaching and Learning* (2003) by Georgea M. Langer, Amy Bernstein Colton and Loretta S. Goff
- *Enhancing RTI: How to Ensure Success with Effective Classroom Instruction & Intervention* (2010) by Douglas Fisher and Nancy Frey
- *The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning* (2011) by Nancy Frey and Douglas Fisher
- *Formative Assessment Strategies for Every Classroom: An ASCD Action Tool, 2nd Edition* (2010) by Susan M. Brookhart
- *Great Performances: Creating Classroom-Based Assessment Tasks* (1998) by Larry Lewin and Betty Jean Shoemaker
- *How to Assess Higher-Order Thinking Skills in Your Classroom* (2010) by Susan M. Brookhart
- *How to Give Effective Feedback to Your Students* (2008) by Susan M. Brookhart
- *An Introduction to Using Portfolios in the Classroom* (1997) by Charlotte Danielson and Leslye Abrutyn
- *The Learning Leader: How to Focus School Improvement for Better Results* (2006) by Douglas B. Reeves
- *Linking Teacher Evaluation and Student Learning* (2005) by Pamela D. Tucker and James H. Stronge
- *The Portfolio Organizer: Succeeding with Portfolios in Your Classroom* (2000) by Carol Rolheiser, Barbara Bower and Laurie Stevahn
- *Protocols for Professional Learning* (2009) by Lois Brown Easton

- *A Teacher's Guide to Performance-Based Learning and Assessment* (1996) by K. Michael Hibbard, Linda Van Wagenen, Samuel Lewbel, Stacey Waterbury-Wyatt, Susan Shaw, Kelly Pelletier, Beth Larkins, Judith O'Donnell Dooling, Elizabeth Elia, Susan Palma, Judith Maier, Don Johnson, Maureen Honan, Deborah McKeon Nelson and Jo Anne Wislocki
- *Teaching Writing in the Content Areas* (2005) by Vicki Urquhart and Monette McIver
- *Test Better, Teach Better: The Instructional Role of Assessment* (2003) by W. James Popham
- *Transformative Assessment* (2008) by W. James Popham
- *Transformative Assessment in Action: An Inside Look at Applying the Process* (2011) by W. James Popham
- *Transforming Classroom Grading* (2000) by Robert J. Marzano
- *The Truth About Testing* (2001) by W. James Popham
- *The Understanding by Design Professional Development Workbook* (2004) by Jay McTighe and Grant Wiggins
- *Using Data to Assess Your Reading Program* (2004) by Emily Calhoun
- *What Every School Leader Needs to Know About RTI* (2010) by Margaret Searle
- *What Teachers Really Need to Know About Formative Assessment* (2010) by Laura Greenstein
- *What Works in Schools: Translating Research into Action* (2003) by Robert J. Marzano

## TECHNOLOGY REQUIREMENTS

This is not an online course, however, there will be online assignments, and therefore access to eCollege and other online resources will be required.

Students will need access to the following technology: Internet Access, Microsoft Word Processing Software, Microsoft PowerPoint Software, Adobe or Foxit Reader to access PDF files.

## ACCESS AND NAVIGATION

Handouts and other resources for this class may be accessed through eCollege from the University webpage.

## COMMUNICATION AND SUPPORT

### **Interaction with Instructor Statement:**

Each student is expected to participate fully in assigned readings related to course topics, chapter presentations, discussions of current articles and all other requirements of the class. Regular attendance is necessary and will be expected of all students.

Contact instructor by email [joyce\\_miller@tamu-commerce.edu](mailto:joyce_miller@tamu-commerce.edu);

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

**Course Specific Procedures:**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (Student 92s Guide Handbook, Policies and Procedures, Conduct).

Late Work: Follow course calendar for assignment submissions. Contact the instructor should regarding circumstances which may impact on-time submissions.

All assignments are to be completed individually unless otherwise permitted by the instructor.

Attendance: The class meets from 5pm – 9pm; contact the instructor beforehand regarding absences. See the Texas A & M University-Commerce Catalog or Student Guidebook for definition of an excused absence. Communication with the instructor is expected for late arrivals or should it be necessary to leave prior to the end of class.

Scholarly and professional work is expected in this graduate course.

**University Specific Procedures:***ADA Statement*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services****Texas A&M University-Commerce****Gee Library 132****Phone (903) 886-5150 or (903) 886-5835****Fax (903) 468-8148**[StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)[Student Disability Resources & Services](#)*Student Conduct*

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

<b>COURSE OUTLINE / CALENDAR</b>
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This course will meet on Tuesdays and Thursdays, July 13, 2015 through August 13, 2015; Class meetings are on Tuesdays and Thursdays from 5pm – 9pm.

