I. Course Description

The goals of this course are to develop student’s knowledge of testing and assessment and provide opportunities for students to apply their knowledge of testing and assessment. Topics will include methods of assessment (standardized tests and selected response assessments, essays, performance assessment, and student-teacher communication and attitudes), as well as targets of assessment (knowledge, reasoning, skills, products, and attitudes). Students will 1) increase their understanding of the purposes of testing and assessment (e.g., assessing student progress, making instructional decisions, certifying student’s achievement, and accountability, 2) demonstrate their understanding of the connections of assessment, curriculum, and teaching and learning standards, and 3) communicate their knowledge of testing and assessment to a variety of audiences.

The syllabus for this course reflects a professional commitment to the USM College of Education and Human Development conceptual framework, specifically addressing reflective, practice-based inquiry, respect for all learners, constructing learning communities, and using performance-based assessment.

II. Course Goals and Objectives

1. Students will be expected to master content knowledge of and understand 1) the critical roles of assessment, 2) specifying achievement targets of knowledge, reasoning, skills, products, and dispositions, 3) understanding assessment alternatives like selected response tests, essay assessment, performance assessment, and assessment of personal communications, and 4) applications of assessment practices as they relate to outcomes, standards, and benchmarks used in the Maine Educational Assessments (MEA) and Maine Learning Results.

2. Students will be expected to select a unit of instruction or an achievement target for students and apply sound assessment principles in developing and implementing an assessment for a classroom or group of students, and communicating assessment results to these students and a target audience of parents. The project will be based on sound assessment principles and will represent student’s inquiry and into their assessment experience. Projects will be shared as classroom presentations supported by visual graphic media, and submitted as a written term paper.

3. Students will be expected to critically listen to presentations, complete assigned readings, and write three reflections on assessment.
III. Strategies to Develop a Learning Community

- Focused learning on outcomes, standards, developmental benchmarks with examples from national, state and local experiences
- Reflective writing to articulate questions and issues about course topics, classroom discussions, readings, and practical professional experience
- Current information on Local Assessment Systems, MEA’s and Maine Learning Results
- Access to telecommunications via Internet & strategies for using technology and media to enhance assessment
- Engaged dialogue with educators from other districts
- Groups from schools encouraged to work cooperatively toward useful products; cooperative grouping of students in a variety of ways to maximize problem-solving

IV. Readings & Resources

Recommended:

Sample of Readings available on Blackboard:


V. Course Schedule (The course is fully online, but we do have the Elluminate conferencing classroom to meet synchronously. I have set up Elluminate meetings for Tuesdays, 3 – 5:00 PM. Class sessions will run from 3:15 – 4:30 PM, and the remaining time will be open for office hours to discuss course issues, and for 1:1 advising.

- **May 19**
  Read: Stiggins, Ch. 1 Classroom Assessment: Every Student a Winner! Shepard, The Role of Assessment in a Learning Culture
  
  Post:
  Go to the discussion board group for which you are a member, and participate in the forum for May 17-25. Posts are due Monday, May 25 at 11:59 p.m.

  Assignment:
  Complete the Survey of Assessment Practice using the link and password provided by May 21 at 5 PM.

- **May 26 (Elluminate)**
  Read and prepare for online discussion
  Ch 2 Assessment For and Of Learning
  Inside the Black Box (Black & Wiliam, 1998)
  Canas & Novak, Theories Underlying Concept Mapping

- **June 2 (Elluminate)**
  Read and prepare for online discussion
  Stiggins, Ch 3, Achievement Targets & New Taxonomy
  Stiggins, Ch 4, Assessment Methods
  Beaudry & Wilson, Concept Mapping and Formative Assessment

- **June 9 (Elluminate)**
  Read and prepare for online discussion
  Stiggins, Ch 5, Selected response
  Ch 6 Essay / Extended Written Response
  Ch 7 Performance – Product Assessment
  Beaudry, J, & Miller, L. Connecting Teaching, Learning and Classroom Assessment in the Leadership for Tomorrow’s Schools Program: Working with Teachers to Deepen Our Understanding of Classroom Assessment Standards.

- **June 16 (Elluminate)**
  Read and prepare for online discussion
  Ch 8 Personal Communications
• June 23 (Elluminate)
Learning Data and Data Literacy. Basics.
Good Data – What is it? How can I use it to understand student achievement? What kinds of decisions can I make with the data?
Stiggins et al, Ch 10 Assessment of Learning: Report Cards - introduction

• June 27 (Houlton)
Improving Learner Assessment – presentations and feedback on assignment
Learning Data and Data Literacy. Surveys.
Stiggins et al, Ch 10 Assessment of Learning: Report Cards (group discussion)

• July 7 (Elluminate)
Presentations of course projects.

• July 11 (Online)
Final assignment due. Course evaluations.

VI. Assessment of Students

Student Assignments & Evaluation Criteria:
Students will complete activities related to learner assessment and program evaluation. Each assignment will be evaluated and feedback given from the instructor and fellow students. At the end of the course, a program/curriculum evaluation plan will be submitted. Participation in the Discussion Forum is also part of the total grade. Criteria for each assignment are given in the task-specific, analytic rubric.

Students are expected to complete the following:

1. Prior knowledge – reflection on connections with EDU 603 (Due May 25) 5 Points
2. Concept Mapping & Literacy – Formative & Summative Assessment (Due May 30) 10 points
3. Evaluating Assessments I (selected response) (Due June 6) 10 points
4. Evaluating Assessments II (essay/extended response, Performance / products) (Due June 13) 10 points
5. Design and/or Improve Learner Assessment(s) (Due June 27) 20 points
6. Evaluating Assessment System for Course (Due July 11) 25 points
7. Online Discussions/Responses and 605 Blogspot 20 points

**An online anonymous evaluation of Course must be completed online prior to final grade being posted.**
VIII. Course Requirements

1. Attend and participate in class sessions. Contact the instructor concerning absences.

2. Class policies for assignments. All written assignments are due on the designated completion date. Assignments that you know will be late must be approved by the course instructor ahead of time.

3. Incompletes for the course will be handled according to USM policy as follows:

   Incomplete (I): a temporary grade when the student, because of extraordinary circumstances, has failed to complete course requirements. Incomplete grades must be resolved by the instructor. An Incomplete (I) grade will be automatically counted as a Failure (F) in the grade point average and so indicated on the student’s permanent record.

4. Cancellation of class will be announced on the STORM Hotline: 207/780-4800.

5. Office of Academic Support for Students with Disabilities. If you need course adaptations because of a disability, please make an appointment with the course instructor as soon as possible.

   At any point in the semester, if you encounter difficulty with the course or feel you could be performing at a higher level, consult with me. Students experience difficulty in courses for a variety of reasons. For problems with writing skills or time management, make an appointment to see a student tutor at The Learning Center, Luther Bonney, 2nd floor (780-4228). Help is also available through the Counseling Center, 106 Payson Smith (780-4050) and the Office of Academic Support with Disabilities, Luther Bonney, 2nd floor, (780-4706).