

Loyola University Chicago
School of Education
CIEP 425: Classroom Assessment
Summer 2015

Instructor:

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Class Meetings:

Mondays and Wednesdays
5:00-8:00pm
Corboy Law Center #421

Course Description

This course addresses the purposes, methods, creation, and uses of different types of formative and summative classroom assessments. Candidates will interpret, revise, and construct various assessments and devise rubrics that align with the Common Core State Standards, specific content standards and/or College Readiness Standards, as well as examine assessment products to plan instruction.

Textbook

Fisher, D. & Frey, N. (2007) *Checking for Understanding*. Alexandria: Association for Supervision and Curriculum Development (ASCD). **(REQUIRED)**

Additional readings will be posted on Sakai or distributed in class from week to week.

Conceptual Framework

The conceptual framework of Loyola University Chicago's School of Education is "Professionalism in the Service of Social Justice." This framework is rooted in four particular dimensions, and is intended to be a guide for the development of the curriculum, instruction and assessment of this course.

Service – A commitment to service implies a lifetime commitment of reflection in each possible decision: how does my action serve others? In terms of classroom assessment, candidates will be encouraged to maintain a focus on how the learning objectives being measured will impact the learners in a positive way. In other words, we should teach and assess skills that are important to the empowerment of the learner.

Skills – A professional can never have "enough" skills and strives to be a lifelong learner. Candidates will be expected to become familiar, comfortable, and competent with a diverse array of formative and summative assessment methods.

Knowledge – A professional must be able to benefit from all the research and practice that has gone before them and use that knowledge to make reasoned decisions about their actions. Candidates will be encouraged to identify reliable and valid resources to assist them with the continued development of their knowledge of assessment throughout their careers.

Ethics – Both knowledge and skill must be tempered with a capacity to make reasoned decisions about what is just. This course will include discussion and debate regarding the ethics of assessment. Questions to be addressed include: How do we assess all students

in a fair and objective manner? Which traditional practices work and which are outdated in terms of meeting the needs of changing student populations? How do our own backgrounds and bias affect the way we assess students?

Conceptual framework standards

CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

CF4: Candidates demonstrate skills that will enable them to work effectively with diverse clients.

CF6: Candidates demonstrate professional decision-making skills and behaviors in advancing social justice and service.

CF8: Candidates apply ethical principles in professional decision-making.

Course Objectives

By the end of the course candidates will:

1. Understand the differences between formative and summative assessment
2. Competently design and implement several different types and methods of classroom assessment
3. Understand how to utilize research-supported instructional strategies and practices in the design of curriculum and assessment
4. Understand how to develop short and long-range plans consistent with curriculum goals, learner diversity, and learning theory.
5. Understand the basics of curriculum based assessment and the connection it has to a Response to Intervention (RTI) approach
6. Demonstrate the ability to plan instruction and assessment based on clear goals and objectives for learner outcomes
7. Understand personal and cultural biases and differences that affect ones teaching and interactions with others and through this understanding demonstrate positive regard for culture, religion, gender, and sexual orientation of individual students and their families.

Course Dispositions

Each course in the School of Education focuses on one or more professional dispositions. Candidates are offered opportunities to receive feedback on their dispositional growth in the areas of ***Professionalism, Fairness, and the Belief that all students can learn.*** The indicators for each disposition are specified in the rubric below. Each candidate will be assessed on the three dispositions at the end of this course.

	Target	Acceptable	Unacceptable
Professionalism	Demonstrates all behaviors at acceptable level. Takes initiative. Serves as a model for peers. Actively problem solves. Is resilient.	Is prepared. Is responsible toward work. Is open-minded. Works well with others. Responds with appropriate language, affect, and actions. Makes appropriate changes in response to feedback.	Demonstrates a weakness in any of the behaviors listed at the acceptable level.
Fairness	Demonstrates all behaviors at acceptable level. Advocates/ intercedes for others. Sees and accepts individual differences as strengths. Serves as a model for peers.	Respects students, families, communities, and peers. Creates an inclusive classroom environment. Is responsive to students/learners needs.	Demonstrates a weakness in any of the behaviors listed at the acceptable level.
All Students Can Learn	Demonstrates all behaviors at acceptable level. Advocates for students/learners. Serves as a model for peers. Is reflexive: aware of the foundation that guides their professional practices, and regularly examines the origins and influence these foundations have on student learning.	Has high expectations for all students/ learners. Works with all students/learners. Is not easily discouraged by lack of student/learners progress. Resists making assumptions about students/ learners, families, and communities based on stereotypes. Reflects on practices and their impact on student/learners learning.	Demonstrates a weakness in any of the behaviors listed at the acceptable level.

IDEA Objectives

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to:

http://www.luc.edu/education/academics_policies_main.shtml

Technology/Communication/Electronic Etiquette

Candidates are expected to check the course page on Sakai weekly for any important communications regarding this class. Supplemental readings and assignments will be posted electronically. All email communication will occur through the Loyola email system. A candidate tutorial on Sakai is located on the Loyola website. If you are unsure how to use this system, please see the instructor.

Technology is increasingly becoming an integral part of our lives. Although it can be a vital tool, technology can also be an unnecessary distraction. The uses of electronic tools are encouraged in this class, as a means of augmenting the understanding of course content. When the technology interferes with classroom functioning, technology is a deterrent. It is the expectation that members of the class are focused on the course content and actively contributing to the class. **Applications (instant messaging, emailing, text messaging, and phone calls during class) that detract from classroom functioning are highly discouraged. Use of these applications during class time could impact the participation grade.**

Electronic Communication Policies and Guidelines

The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:

http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

http://www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at:

<http://www.luc.edu/sswd/>

EthicsLine Reporting Hotline

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

www.luc.edu/ethicsline

Diversity

Throughout the course issues of diversity in education will be discussed and analyzed in terms of best practices in classroom assessment and methods to foster equity and objectivity when assessing students with diverse backgrounds. Dialogue is expected to be open and honest while remaining respectful and appropriate at all times in order to foster deeper understanding of issues pertaining to diversity. Diversity will be defined to include issues of race, gender, religion, orientation, income, and abilities. As part of Loyola's commitment to social justice, issues of diversity will be discussed in relation to equity, sensitivity, and prosocial practices.

Evaluation Procedures

(Please see Sakai for additional information/rubrics)

General Evaluation Criteria

1. All assignments are due at the beginning of class on the day of the deadline. Candidates who wish to request an extension must submit their request and reason to the instructor via e-mail at least three days before the assignment is due. The instructor reserves the right to approve or deny requests for extensions. Late assignments may be penalized up to half a letter grade per day.
2. Candidates are expected to be responsible for meeting all assignment requirements. The instructor will review assignment guidelines in class and will be available for questions throughout the semester. All efforts will be made to clearly outline what the assignments entail, and therefore candidates are expected to be responsible for ensuring they meet all the guidelines and requirements.
3. Candidates are expected to use APA style for citing references and formatting papers (including typed double-spaced, 1" margins, 10-12 point font, etc.). Sources must be cited when quoting and paraphrasing, adapting an idea from a source, or utilizing information other than one's own thoughts.
4. Professionalism should be maintained in all work created by Loyola University Chicago candidates. Assignments that appear to be poorly written, sloppy, unedited, or in any

way unprofessional in the content (e.g. using slang or improper grammar, over use of anecdotes, biased or disrespectful toward any populations, etc.) will be penalized in the grading process.

Assignments

Complete details for each assignment will be reviewed in class. In addition, each assignment will have specific criteria posted on Sakai under "Assignments". The following serves as only a general overview of each assignment. Candidates are responsible for meeting the specific criteria outlined in the "Assignments" section of Sakai.

1. **Participation** (100 points) – To foster a constructive learning environment, it is essential for each candidate to be on time, attend class, and participate. Class activities are planned with the assumption that all candidates will be in attendance. Please be sure to contact me ahead of time if you know you will be absent. Quality participation includes thoughtful reading of assigned texts before class, timely preparation of all assignments, constructive contributions to class discussion and activities, and providing helpful feedback to team members on assignments. Activities each week will serve as the "formative" assessment procedures. The participation grade will be based on attendance, effort, and enthusiasm throughout the semester.

2. **Research Article Review** (65 points) Candidates will individually select a research article that focuses on assessment issues. Candidates can choose to write (3-5 pages) or orally present a summary and evaluation of the article. The summary should: Provide a concise summary of the research study and its findings; Evaluate the merits of the article's findings; and Describe the impact, if any, the article had on the candidate's own assessment philosophy and goals.

3. **Curriculum Unit** (130 points) Individually or in groups of 2 or 3, candidates will design a 3-5 week unit for a grade level and content area of their choice. The unit will include the following components: unit rationale; standards (i.e., Common Core State Standards, specific content standards, and/or College Readiness Standards), goals and objectives, enduring understandings and essential questions; a comprehensive assessment plan, including sample pre and post-assessments, and an overview of the lessons for each day. Please note: Curricular resources are available in the Lewis Library at 25 E. Pearson on the 8th floor.

4. **Presentation and Assessment Strategy Demonstration** (40 points) Candidates will give a 20 to 30 minute presentation to the class wherein they give a brief overview of their curriculum unit, select a portion of it to teach to the class, and demonstrate one assessment strategy from the unit. This exercise offers candidates an opportunity to teach and receive feedback.

Course Grade

Course grades will be calculated by dividing the total number of points earned by 335 (the total number of possible points).

Points Range	Percentage Range	Grade
312-335	93-100	A
302-311	90-92	A-
292-301	87-89	B+
278-291	83-86	B
268-277	80-82	B-
258-267	77-79	C+
245-257	73-76	C
235-245	70-72	C-
201-234	60-69	D
200 and below	59 and below	F

Course Outline - Check Sakai weekly for updates!

Date	Topic(s)	Readings/Assignments due
6/29/15	Introduction to course; setting course expectations and timelines; pre-assessment	Sakai readings
7/1/15	Cognitive Information Processing	Sakai readings
7/6/15	Standards, Assessment & Instructional Design; Mini lesson 1: UbD	Chapter 1 of text and Sakai readings
7/8/15	UbD and UDL; Mini lesson 2: goals and objectives	Sakai readings
7/13/15	Summative assessment: Using projects and performances to check for understanding	Chapter 5 of text
7/15/15	Summative assessment: Using tests to check for understanding	Chapter 6 of text
7/20/15	Formative assessment: Using oral language to check for understanding	Chapter 2 of text Research Article Review
7/22/15	Formative assessment: Using questions and writing to check for understanding	Chapters 3 and 4 of text
7/27/15	UDL; Mini lesson 3: instructional strategies	Sakai readings

7/29/15	Using common assessments to check for understanding; Mini lesson 4: RtI	Chapter 7 of text and Sakai readings
8/3/15	Special topics	Sakai readings
8/5/15	Last class Course reflection, feedback, and evaluation	Curriculum Units Presentation and Assessment Strategy Demonstration