Instructor: Dr. Kendra Hearn
Contact Information: klhearn@umich.edu; 734.531.9188
Class Meeting Day: Wednesdays Time: 5:30-8:30pm
Location: University of Michigan Detroit Center, Ann Arbor Room

Instructor’s Office Hours Day and Time: (By Appointment Only): Office hours are typically held on Wednesdays from 4:30-5:30 pm at the UM Detroit Center>, but must be scheduled by appointment. To schedule an appointment, email the instructor.

Course Description:
Assessments; both formative and summative, and traditional and authentic, are critical to measure students’ progress and attainment of learning outcomes. When crafted and implemented well, they can not only effectively evaluate but also enhance students’ learning and teachers’ instruction. This course is designed to help students understand the importance of valid and reliable classroom assessments to support student learning, the interplay between classroom assessments and larger scale assessments, and how to gather and make sense of classroom assessment data. Students will also learn how to lead a process of sense making of student assessment data for instructional decision-making by school teams.

By the end of the course, you will be able to demonstrate the following SKILLS pertaining to the related content:
• KNOW the purposes and forms of classroom assessment
• IDENTIFY the relationship of assessment to curriculum and instruction
• EXPLAIN the advantages and limitations of different kinds of assessments and assessment items for particular kinds of learning targets (objective, performance-based, etc.)
• APPLY strategies to construct valid and reliable test items
• ANALYZE assessment data
• SYNTHESIZE assessment data for instructional decision-making

Required Text


Recommended Texts
Course Requirements

(1) Mid-Term Project and VoiceThread: Assessment Action Research Case Study and Analysis of Student Work (30%) – You will select a single student on which to focus and compile a case study that will include a compilation of his/her assessment data for a course, as well as an analysis of an authentic work product of his/her as evidence of his/her learning. Using the online software, VoiceThread, you will ‘present’ your case to the class. DUE FEBRUARY 19th by 11:59pm via CTools.

(2) Data Set Analysis and Data Wise Journey Presentation (30%) – You will select a group (e.g. a class) data set for which you will write a comprehensive analysis. You will present your analysis to a small group of your classmates and use the ‘data wise’ protocol to facilitate a discussion about the data with your peers. DUE MARCH 19-APRIL 9 via CTools.

(3) Quizzes: (20%) - Periodic quizzes with objective and subjective questions will be administered periodically to monitor your understanding of key information about classroom assessment from the readings and classroom learning experiences.

(4) Preparation & Participation (20%) – Your active participation in class is critical to our collective understanding and growth, as well as your personal ability to construct meaning. Your participation is contingent upon your preparation. Therefore, your preparation and participation will be measured by your ability to cite textual samples from the course readings during discussions, active listening and speaking during courses discussions, etc. (A rubric with specific criteria will be distributed.)

GRADING
A letter grade as follows based on rubric criteria and assessment performance will be assigned:

A=100-90%  B=89-80%  C=79-70%  D=69-60%  E=59%-50%

Assignments should be submitted via the DropBox tool on the course’s CTools site. Late work will be deducted 10% for each day that it is late. Please using the following format for naming your files: LastNameFirstName.AssignmentName.pdf (or .doc, .ppt, etc.).

All requirements are expected to be completed during the term. “Incomplete” grades will not be issued without advance discussion with the instructor and only for extremely extenuating circumstances.

CLASS CANCELLATION OR DELAYS
Given that our class will meet at the University of Michigan Detroit Center, there may be inclement weather or traffic delays that may effect my commute from Ann Arbor. Additionally, the University of Michigan – Ann Arbor does not typically cancel classes on the Ann Arbor campus for inclement weather given that most classes are held on the Ann Arbor campus and most students live on or near campus. Given that our class will meet in Detroit, inclement weather might warrant a need for cancellation or web conference meeting in the interest of safety. Emergent contact information will be collected and used to notify you if there is a delay, cancellation, or if the class will meet via the web.

PERSONAL TECHNOLOGY USE
Appropriate use of electronic devices is a part of your professional participation in our class. Using laptops or cell phones as tools for your learning is acceptable, as long as it is not distracting to you, your colleagues or your instructor. Examples of acceptable use of electronic devices include making records of your practice and consulting resources for work in class. Non-instructional texting, phone calls, social networking, shopping, and other non-instructional use of these devices during class is unacceptable, and will result in a reduction in your participation grade. If you are concerned about your ability to meet this professional expectation, please discuss your concern with me. Please let me know if there is an emergency that affects your need for using a phone during class time.

**ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

If you are registered with the Office for Services for Students with Disabilities, please share your VISA (Verified Individualize Services and Accommodations) form with me at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress.

If you think you may need an accommodation to complete the requirements of this course, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate academic accommodations. SSD (734-763-3000; http://ssd.umich.edu) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.

**Schedule of Class Meetings, Topics, and Readings**

Note: Additional supplementary readings from journals and other sources will also be assigned each week and uploaded to the course’s CTools site in addition to the primary readings listed below.

**Week 1/January 8:** CLASS CANCELLED

**Week 2/January 15:** The Importance & Purpose(s) of Assessment

*Reading(s)* –


**Week 3/January 22:** Characteristics of High-Quality Assessments

*Reading(s)* -

MCMILLAN CLASSROOM ASSESSMENT TEXT:

- Chapter 1, The Role of Assessment in Teaching;
- Chapter 2, Cognitive Learning Targets and Standards
- Chapter 3, High Quality Classroom Assessment

**Week 4/January 29:** Formative & Summative Assessment for Student Learning

(A) QUIZ on topics from Weeks 1-3

(B) Reading(s) -

MCMILLAN CLASSROOM ASSESSMENT TEXT:

- Chapter 4, Formative Assessment I: Gathering Evidence
• Chapter 5, Formative Assessment II: Feedback and Instructional Adjustments
• Chapter 6, Planning and Implementing Classroom Summative Assessments

***CTOOLS ONLINE MODULE/CLASS DOES NOT MEET FACE-TO-FACE***

Week 5/February 5: Designing Assessments to Do What You Want: Selected- and Constructed Response Assessment

Reading(s)-
MCMILLAN CLASSROOM ASSESSMENT TEXT
• Chapter 7, Selected-Response Assessment: Multiple Choice, Binary Choice, and Matching
• Chapter 8, Constructed Response Assessment: Completion, Short-Answer, and essay Items
• Chapter 9, Constructed-Response Assessment: Performance Assessment
• Chapter 10, Constructed-Response Assessment: Portfolios

Week 6/February 12: Rubric Design & Assessing the Whole Child and Special Considerations for an Inclusive Classroom

(A) QUIZ on topics from Weeks 3-5
(B) Reading(s)-
MCMILLAN CLASSROOM ASSESSMENT TEXT
• Chapter 11, Assessing Affective Traits, Dispositions, and Beliefs
• Chapter 12, Assessing Special Needs and ELL Students

Week 7/February 19: NO CLASS MEETING

**DUE: MID-TERM PROJECT
Submit via CTools by entering your VoiceThread weblink in the assignment submission text box.

Week 8/February 26: About Grading & Homework & Student Self-Assessment and Goal Setting /Rubric Design

Reading(s)-
MCMILLAN CLASSROOM ASSESSMENT TEXT
• Chapter 13, Grading and Reporting Student Performance

ARTICLE

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Week 9/March 5: Making Sense of Assessment Information & Providing Effective Feedback

Reading(s)-
MCMILLAN CLASSROOM ASSESSMENT TEXT
• Chapter 14, Administering, Interpreting, and Using Standardized and State Standards-Based Tests

ARTICLE

Week 10/March 12: Intro to Data Wise Process

(A) Reading(s)-

ARTICLE:

**DATA WISE TEXT**

• Section 1: Prepare

**Week 11/March 19: Inquiring about data**
(A) Quiz on topics from Weeks 6-10
(B) *Reading(s)*
   • Section 2: Inquire

**DUE: Group A - Data Set Analysis and Data Wise Journey Presentation**

**Week 12/March 26: Acting on data**
*Reading(s)*
   • Section 3: Act

**DUE: Group B - Data Set Analysis and Data Wise Journey Presentation**

**Week 14/April 2: Data Resources**
*Reading(s)*
   • Section 4: Resources

**DUE: Group C - Data Set Analysis and Data Wise Journey Presentation**

**Week 15/April 9: Student selected special topics & Review**
(A) Quiz on topics from Weeks 11-14
(B) *Reading(s)*
   • Will vary depending on selected special topics. Will be distributed via CTools by April 2.

**DUE: Group D - Data Set Analysis and Data Wise Journey Presentation**

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**Week 16/April 16: Student selected special topics (continued) & Course Self-Assessment**
(A) *Reading(s)*
   • Will vary depending on selected special topics. Will be distributed via CTools by April 2.