

A. COURSE TITLE: ASTL 6305 Classroom Assessment**B. CATALOG DESCRIPTION:**

Advanced study through discussion and experiential exercises of assessment in the classroom including teacher-developed and externally developed instruments.

C. PURPOSE OF COURSE:

This course provides detailed information on (1) the functions of assessment in the classroom; (2) how to develop, administer, and interpret the results of teacher-developed assessment techniques; and (3) how to interpret the results of externally developed instruments such as published tests.

D. REQUIRED TEXT:

Mertler, C. (2003). Classroom assessment: A practical guide for educators. Los Angeles: Pyrczak Publishing.

E. CONCEPTUAL FRAMEWORK: “Educators as Reflective Decision-Makers”

Faculty members involved in the preparation of professional educators, as well as professional education candidates, public school representatives, and members of the community share a vision for the Professional Education Unit at the University of Central Arkansas (UCA). This vision is one of preparing Educators as Reflective Decision-Makers. The vision encompasses the development of candidates’ abilities to examine problems, formulate options, consider decisions, and evaluate outcomes while embracing an awareness of and sensitivity to human diversity. The vision is achieved by candidates’ acquisition of reflective decision-making skills through self-understanding, course work, and classroom experiences.

How do the goals of the program reflect the conceptual framework?

The master’s in Advanced Studies in Teaching and Learning (ASTL) prepares candidates to become highly skilled and articulate classroom teachers. It is designed to enhance and expand existing knowledge, skills, and dispositions of candidates while fostering the development of competencies expected of advanced educators. The program rests on the assumption that accomplished educators engage in reflective decision-making as they assess and extend their own professional practice. In addition to addressing the eight essential elements of the Conceptual Framework, the program incorporates standards and propositions from appropriate national professional organization and supports the following goals:

ASTL Graduates

- Articulate the rationale for decisions they make regarding professional practice, classroom policies, and school procedures.

- Demonstrate the knowledge, skills, and dispositions necessary to continually conduct research on their own practices that respond to their findings.
- Respond positively to classroom practices that enhance student learning.
- Critically analyze their own classroom practices and appropriately respond to their findings.
- Make informed decisions by reflecting on experiences both past and present to improve teaching practices that enhance student learning.
- Become change leaders for the improvement of their schools.

How does the course, Classroom Assessment, address the PEU's Conceptual Framework vision of preparing educators as reflective decision-makers?

Course objectives align with the National Board of Professional Teaching Standards (NBPTS) and the UCA Teacher Performance Outcomes Assessment Instrument. Cases will provide opportunities for reflective practice concerning assessments. Through the use of these cases and current professional readings, this course aims to engage candidates in analytic problem solving and systematic reflection of their assessment practices. Candidates will be expected to examine and to evaluate the consequences of their assessment procedures as presented in the cases and in public school classrooms

F. USE OF TECHNOLOGY:

Graduate candidates will gather information and resources related to educational assessment issues from the Internet. They will be encouraged to communicate with the instructor and each other via electronic mail. A CD-ROM consisting of case studies, projects, and extra readings will be one of the instructional delivery modes used in the course.

G. DIVERSITY:

The selected cases represent a wide range of school populations and settings. The diversity of the candidates and the diversity of their students will be emphasized as strengths to enhance the development of (specialized) assessments.

H. COURSE OBJECTIVES:

Upon completion of the course, the candidates will be able to (TPOA- A1, A3, A5, C3, C8, & D5):

Assess student learning by planning multiple assessments including modification when appropriate for students and aligned with national and state learning goals.

Demonstrate the use of assessment measures to impact student learning as evidenced by formative and/or summative assessments using AR P-12 curriculum frameworks, so students of the candidates can monitor their own learning.

Monitor learning through assessment by providing feedback to students and care givers and adjusting learning activities to meet the needs of all students.

Integrate technology into the assessment process such as the NORMES website.

Employ a self-assessment action plan to serve as a guide for improving assessment practices.

I. COURSE OUTLINE:

- A. Overview of Assessment in Elementary, Secondary, and Post-Secondary Classrooms
- B. Teaching and Assessment: The Instructional Process
- C. Characteristics of Assessment
- D. Traditional Assessment Techniques
- E. Alternative Assessment Techniques
- F. Performance-Based Assessments
- G. Portfolio Assessment
- H. Subjective Test Items
- I. Grading Systems
- J. Interpreting Standardized Tests
- K. Assessing Group Work
- L. Assessing Affective Characteristics
- M. Self-Assessment Process for the Candidate
- N. Alignment of classroom assessments with state assessment guidelines

J. FIELD EXPERIENCE REQUIREMENTS:

Candidates will be expected to apply the assessment skills learned in the course to a P-12 setting and provide feedback to the class. TPOA and NBPTS based rubrics will be used where applicable.

K. COURSE EVALUATION:

Evaluation of candidates will be based upon the following components:

- | | |
|--|------------|
| 1. Various assignments (class activities and homework) | 50 points |
| 2. Action research paper (one) | 50 points |
| 3. Exams (3 @ 100 points each) | 300 points |

GRADING SCALE:

A total of 400 points can be earned during the course. Grades will be calculated using the following percentages:

A = 93 – 100%; B = 83 – 92%; C = 73 – 82%; D = 63 - 72

Make-up exams will be given at the discretion of the instructor.

Late work: Homework submitted after the due date will be penalized by deducting ten percent of the assigned point value for each day late.

Please note: Candidates are encouraged to retain copies of all ASTL course products as they may be of importance to candidates when preparing the exit portfolio.

L. ATTENDANCE POLICY:

Graduate candidates are expected to demonstrate professional behavior and disposition at all times. Because lecture and classroom discussion / activities are important to the total learning experience, candidates are expected to attend and participate in class regularly. Furthermore, all readings and assignments are to be completed before class. In addition, if a candidate misses a class, the instructor is to be notified as soon as possible (preferably in advance), and the candidate is responsible for submitting assignments on time and for completing all assignments

for the next class. A ten percent reduction in the candidate's final average will be calculated for each absence beyond the first. Candidates should note the university's drop date policy that includes notifying the Registrar's Office.

M. STUDENT HANDBOOK POLICY:

Candidates are expected to follow all policies regarding academic dishonesty, sexual harassment, and academic uses as outlined in the current *UCA Student Handbook*. Candidates should familiarize themselves with all policies included in the *Handbook*.

Plagiarism is the presentation of another person's work, ideas, or expressions whether you do so intentionally or as a result of careless documentation. It is a serious violation and carries severe penalties - failure on the assignment or in the course. Although collaboration is encouraged, any work submitted as part of a course assignment must be the candidate's own work or else referenced using the appropriate reference format (i.e., APA). Plagiarism will not be tolerated. Please consult the instructor if you have any questions concerning what constitutes plagiarism.

The University of Central Arkansas adheres to all requirements of the Americans with Disabilities Act. If an accommodation under this Act due to a disability is needed, contact the UCA Office of Disability Services, 450-3135. Instructors should be notified the first day of class.

N. REFERENCES

Airasian, P. W. (2001). *Classroom assessment*. Boston: McGraw-Hill.

Cangelosi, J. S. (2002). *Assessment strategies for monitoring student learning*. New York: Longman.

Gifford, B. R., & O'Connor, M. C. (1992). *Changing assessments: Alternative views of aptitude, achievement and instruction*. Boston: Kluwer.

Marzano, R. J. (2000). *Transforming classroom grading*. Alexandria, VA: Association for Supervision and Curriculum Development.

Payne, D. (2003). *Applied educational assessment*. Belmont, CA: Wadsworth/Thomson Learning.

Sprenger, M. (2002). *Becoming a wiz at brain-based teaching: How to make every year your best year*. Thousand Oaks, CA: Corwin.

Stiggins, R. J. (1994). *Student-centered classroom assessment* (2nd ed.). Columbus, OH: Merrill.

Tanner, D. E. (2001). *Assessing academic achievement*. Boston: Allyn & Bacon.

Tileston, D. W. (2000). *Ten best teaching practices: How brain research, learning styles, and standards define teaching*. Thousand Oaks, CA: Corwin.

Tileston, D. W. (2004a). *What every teacher should know about effective teaching strategies*. Thousand Oaks, CA: Corwin.

Tileston, D. W. (2004b). *What every teacher should know about learning, memory, and the brain*. Thousand Oaks, CA: Corwin.

Tileston, D. W. (2004c). *What every teacher should know about instructional planning*. Thousand Oaks, CA: Corwin.