

## Education 219: Classroom Assessment

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### Required Materials:

Popham, W.J. (2005). Classroom Assessment: What teachers need to know. (4th Ed.)  
Boston: Allyn & Bacon.

Each student must obtain the current California curriculum framework and content standards within their appropriate subject area (<http://www.cde.ca.gov/ci/>)

Handouts/articles posted on blackboard will also be required reading.

### Class websites

-Class handouts, announcements, and assignment details

<http://www.ilearn.ucr.edu/> - check in at least once per week

If you cannot log on, contact the help desk referenced on the iLearn opening page. If you are an extension student or add student, let me know so I can request access for you.

### Electronic submission of assignments

Please use iLearn to turn in all assignments. Assignments are listed under the assignments folder. Make sure you name your documents as follows: last name\_first name\_assignment number.doc

### Course Description

EDUC 219 is a survey course in classroom and school assessment. Basic principles of classroom assessment including test administration, construction, scaling, norming, reliability, validity, and interpretation of individual and group tests will be covered. Particular attention will be paid to how these concepts impact daily classroom planning instruction, assessment, and reflection.

### Course Objectives

Students will be able to

- Read and critically evaluate the professional literature pertaining to testing and classroom  
✓ assessment.
- Be able to use the concepts of reliability and validity in choosing, developing, and interpreting  
✓ tests and test scores
- Describe the major uses of assessment in the classroom, describe criteria for selecting various  
✓ assessment, delineate frames of reference for interpreting assessments, and use the  
language of  
✓ measurement and assessment.
- Define content domains and instructional objectives in terms that facilitate measurement.
- Describe the advantages and limitations of various forms of assessment.
- Develop a defensible marking and grading system and grading policy.

- Interpret scores derived from standardized tests
- Understand the assessment procedures being used in California classrooms
- Understand the role of assessment and progress monitoring in planning, implementing, ✓ and reflecting upon instruction.

<b>Course Requirements</b>	<b>Point Value</b>
Class Attendance & Group Participation (10 pts. per class)	90
Chapter Questions (5 pts. each)	35
Journal Article Review	20
Journal Article Class Presentation	10
Standardized Test Review and Evaluation	40
Progress Monitoring Project	20
Assessment Construction and Grading Policy	50
Assessment and Grading Policy Class Presentation	20
Total Possible points	285

**Letter Grades and Percentages**

A+ = 97-100%	B+ = 87-89%	C+ = 77-79%	D+ = 60-69%
A = 94-96%	B = 84-86%	C = 74-76%	F = ≤ 59%
A- = 90-93%	B- = 80-83%	C- = 70-73%	

**Explanation of Course Requirements**

**General Information**

All assignments are to be typed (double spaced) in a standard 12 pt. size font. Please be sure that your name is on everything you turn in.

**All assignments are due by 6PM on the due date.** Any assignments turned in late will result in a reduction of points (1 point per day). In order to avoid a penalty for late work, you **MUST** speak to me before the due date. If you are absent the day an assignment is due, it is your responsibility to get the assignment to me electronically by 6PM on the due date.

**\*\*\*Assignments will not be accepted 5 days past the original due date\*\*\***

Assignments will be graded on clarity, completeness, spelling, and proper grammar. Only assignments that address all requirements with thoughtful and complete answers will be given full credit. Assignments turned in that meet only the "bare minimum" requirements for the assignment, will not be given an "A".

**Graduate Department of Education "Writing Policy"**

The Teacher Education Program believes that all students should exit its program with strong writing skills. As such, the quality of written composition, as well as, content will be factored into grades on students' papers for all teacher education courses.

**UCR Official Policy and Procedures for Academic Dishonesty**

It is expected that you are aware of UCR's policies regarding academic dishonesty. Please read the policy listed at [http://www.cs.ucr.edu/cs14/cs14\\_04spr/handouts/ucr\\_aca\\_dis\\_policy.html](http://www.cs.ucr.edu/cs14/cs14_04spr/handouts/ucr_aca_dis_policy.html). See me if you have any questions regarding this policy.

### Attendance and Participation

You will be graded on class attendance, group participation, and active participation in discussion. In order to actively participate, you **MUST** read the assigned materials before class. If you miss more than 2 classes, you should drop the class. Please be on time to class as we will begin promptly. If you are chronically late, then a drop should be considered.

Please bring your text and any additional handouts associated with the particular chapter(s) we will be covering each week. The material will be discussed in class and will be used for group activities.

### Assignments

#### Chapter Questions (Assignment #'s – 1a, 1b, 1c, 1d, 1e, 1f, 1g)

For each chapter assigned, you must choose two (2) of the "Pondertime" questions to answer. Each answer must be at least a half page in length (12pt. font, 1 inch margins, double spaced). Chapter questions will be due every class period. Answers will be shared in class in order to stimulate discussion. Your class participation grade will also be partially based on your contributions to these discussions.

#### Small Group Activity

Each week you will break into small groups and participate in an activity designed to further understanding of that week's reading. Your class participation grade will be primarily based on your participation in this activity. It is imperative that you have done the assigned reading so that you may participate in the group work.

#### Journal Article Review (Assignment #2)

This is a two-part assignment.

(1) You will be required to review (1) journal article dealing with classroom assessment. The goal of this assignment is to keep you informed about current research findings in classroom assessment. You will be required to review and critique a **scholarly research article (peer reviewed)** involving classroom assessment. The article topic should be related to your area (special education, mathematics, science, etc.). Your review should be approximately 2-3 pages in length and should include both a summary of the article as well as your own thoughts and comments about the article. A copy of the article **must** be included with your review.

(2) Briefly present your article and review to the class.

#### Standardized Test Review/Evaluation (Assignment #3)

This is a two-part assignment.

(1) You will review one standardized test relevant to your area of specialization, and one that you have either used yourself or seen used. A sample of the test review process will be posted on blackboard.

(2) In addition you will be asked to evaluate the way that the test is used in practice. For example, does the reliability and validity evidence provided for the test support the way the test is being used?

#### Progress Monitoring Project (Assignment #4)

You will monitor the progress of a student for at least 6 data points using curriculum-based measurement (no more than 2 data points per week). You will graph the results, interpret them, and reflect on the student's progress and discuss instructional implications. If you cannot find a student, see me. This assignment will give you hands-on practice with progress monitoring.

Decision making rules

How to plot data

How to decide which assessment to use (don't assess fluency if the student is experiencing difficulties in another area). This is one of the most critical parts of the assignment – make sure that assessment tool matches the targeted academic skill.

If you would like to implement an intervention in addition to monitoring progress please let me know and we can further discuss a possible intervention.

**Assessment Construction Project & Grading Policy (Assignment #5)**

This is a three-part assignment.

**(1)** Describe a month's worth of assessments for your class (can be a hypothetical class if you are not currently teaching). The assessments should be linked to the instructional goals for that month, and should encompass the major ideas of the course. You will be required to construct **one** of the assessments you listed. Refer to the textbook for guidelines on how best to construct the assessment. It will also be a good idea to review assessment literature related to your area of specialization (think back to the article review assignment). You will also need to include a brief (one or two paragraphs) description of your class – what grade, subject, instructional objectives for the month.

**(2)** You will create a grading policy to accompany your assessment plan for the month. You will also create a letter designed to explain the policy to your students and parents.

Things to keep in mind:

- ✓ Your instructional goals.
- ✓ Are your assignments and grading policies reflective of the desired learning?
- ✓ Do the assessments cover content covered in class?
- ✓ The content standards for your grade and/or subject.

**(3)** Present your assessment and grading policy to the class. The presentation should be 10-15 minutes long and inform the class about your grading/assessment policy and how it is designed to measure student learning and drive instruction. Bring a copy of the assessment, grading policy and letter to parents for each person in the class.

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### Tentative Schedule (subject to change)

Week	Date	Readings Due	Topic	Assignment Due
1	T/June 26	Chapter 1	Introduction	
	R/June 28	Chapter 2	Reliability	1a
		Chapter 3	Validity	
2	T/July 3	Chapter 4	Absence of Bias	1b & Submit article title for journal review
		Chapter 5	Deciding What to Assess and How	
	R/July 5	HOLIDAY		
3	T/July 10	Chapter 12	Instruction Oriented Assessment	1c & 2
		Chapter 13	Standardized Tests	
	R/July 12	Chapter 6	Selected-Response Tests	1d
		Chapter 7	Constructed-Response Tests	
4	T/July 17	Chapter 8	Performance Assessments	1e & 3
		Chapter 9	Portfolio Assessment	
	R/July 19	Chapter 10	Affective Assessment	1f & 4
		Chapter 11	Improving Teacher-Made Assessments	
5	T/July 24	Chapter 14	Test-Preparation Practices	1g
		Chapter 15	Evaluation Teaching/Grading	
			Review / Class time to work on final project	
	R/July 26		Final Class	5