



AEDL 445 Classroom Assessment Spring 2009

Instructor: Bridget Coleman, Ph.D.	Meeting Times: W 11:30 a.m. – 2:30 p.m.
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Mission Statement: *The USCA School of education, in partnership with the university community, regional schools, area professionals and businesses, prepares dynamic educators who are knowledgeable in their fields, skilled in the art and science of teaching, and dedicated to providing the quality education that every student deserves.*

I. Descriptive Information

- Catalog Description: Study of formal and informal assessment instruments and strategies and their application in measuring and monitoring learning.
- Pre-requisite: AEDP 330, AEDP 335, Admission to Education Professional Program or special permission of School Head; Co-requisite: Senior Block

II. Course Goals and Objectives

A. General Goal:

Elementary Education majors learn to use a wide variety of assessment strategies and tools to measure student knowledge and skill level for the purpose of informing instruction.

B. Instructional Objectives

1. The candidate will study and analyze effective models of classroom assessment.
2. The candidate will be able to design, implement, and analyze various forms of assessment to measure student knowledge as it pertains to South Carolina Curriculum Standards.
3. The candidate will be able to use assessments to inform their instruction.
4. The candidate will be able to analyze classroom and school data to plan instruction.
5. The candidate will become familiar with the No Child Left Behind legislation and describe the benefits and consequences of the legislation.

III. Course Readings:

A. Required Texts

Taylor, Catherine and Nolen, Susan. (2008). *Classroom Assessment: Supporting Teaching and Learning in Real Classrooms*; 2nd ed. New Jersey: Pearson Merrill, Inc.
ISBN: 0-13-241943-2

"Quick Flip Questions for the Revised Bloom's Taxonomy", ISBN 978-1-56472-729-9

B. Supplemental Readings

Other readings will be provided in class for group discussion and related assignments.

IV. Instructional Procedures

A variety of teaching methods will be used: lecture, discussion, differentiated instruction, cooperative learning, multiple intelligences, video-tapes, presentations, analysis of literature, and more.

V. Course Requirements

A. Administrative Requirements

1. Honor Code:

The following statement is to be included on the first page of every major assignment:

On my honor as a University of South Carolina Aiken student, I have completed my work according to the principle of Academic Integrity. I have neither given nor received any unauthorized aid on the assignment/examination.

Signature _____ Date _____

2. USCA Code of Conduct: Candidates will conduct themselves in class in accordance with the standards noted in the USCA Student Handbook. Given that this course is required in preparation for becoming a teacher, candidates should exhibit those behaviors expected of professionals.
 - ❖ Cell phones and pagers should be on a non-audio mode during class.
 - ❖ Do not submit full or partial assignments from other classes for requirements in this course.
3. Students with Disabilities: If you have a physical, psychological, and/or learning disability which might affect your performance in this class, please contact the Office of Disability Services, 126A BSED, (803) 641-3609, as soon as possible. The Disability Services Office will determine appropriate accommodations based on medical documentation.
4. Class Participation/Attendance Policy: As a part of your professional development, class attendance is essential and punctuality is expected. You are responsible for material covered in class during any absence and for checking with classmates about any changes in scheduling or assignments that may have been made. If you anticipate an absence, notify the instructor in advance of the absence.
5. Late Assignments: All assignments are expected by the class meeting time on due dates. If you will be absent the day an assignment is due, make arrangements to turn it in on time. Late assignments will be penalized one letter grade per day.
6. Student Email: Announcements and assignments will be sent through the USCA email system on a regular basis. It is important that candidates check their USCA email account on a daily basis and send any assignments for class through this account. You should contact CSD (<http://www.usca.edu/helpdesk/studentemail>) for information on setting up and using your account.

B. Required Activities

Daily Assignments/Participation (15%)

- Participate in classroom discussions, assignments, and small-group tasks.
- Complete all class and daily assignments.

Assessment Tasks (20%)

Construct and/or analyze a variety of types of assessment tasks - traditional items and authentic performance-based tasks.

Teacher Work Sample: Analysis of Assessment (25%)

Analyze assessment data, including pre/post assessments and formative assessments to determine students' progress related to learning goals. Use visual representations and narrative to communicate the performance of the whole class, subgroups, and two individual students. Write a summary of conclusions drawn from the analysis. Attach student work where appropriate.

Assessment Action Plan (30%)

Prepare a plan for using assessment to inform instruction on a core academic subject. Include a formal grading policy and communication of the policy to parents. Present the plan to the class.

Quiz (10%)

Demonstrate understanding and application of the course on a quiz based on class and text information.

Assignment Criteria: Major assignments (journals and observation logs excluded) should be completed using a word processor, making use of spell check and grammatical proofing. Fonts used must be of block type and 12 pt. size. Students may re-create any project within one week in order to attain the expected standard. Late re-submissions will not be accepted.

VI. Evaluation and Grading Scale

Grading: Grading in this course will be determined, in part, by the critical reading and writing activities regarding the course materials and contribution to class and group activities. Evaluation will focus on the ability to identify important ideas, articulate the complexity of issues, recognize different points of view, and apply content in meaningful ways. This includes all information from media used in class, such as handouts, films, video and audiotapes, as well as presentations and discussions. Grades will be determined through a variety of written and non-written activities as stated.

Evaluation:

Daily Assignments/Participation	15 %
Assessment Tasks	15 %
Authentic Assessment Project	25 %
Assessment Action Plan	25%
Quizzes	20%

Grading Scale

93 - 100%	A
90 - 92%	B+
87 - 89%	B
82 - 86%	C+
78 - 81%	C
74 - 77%	D+
70 - 73%	D
Below 70	F

ADEPT Performance Standards

Domain 1: Planning

- APS 1 Long Range Planning
- APS 2 Short-range Planning of Instruction
- APS 3 Planning Assessments and Using Data

Domain 2: Instruction

- APS 4 Establishing & Maintaining High Expectations for Learners
- APS 5 Using Instructional Strategies to Facilitate Learning
- APS 6 Providing Content for Learners
- APS 7 Monitoring, Assessing, & Enhancing Learning

Domain 3: Classroom Environment

- APS 8 Maintaining an Environment that Promotes Learning
- APS 9 Managing the Classroom

Domain 4: Professionalism

- APS 10 Fulfilling Professional Responsibilities

IX. Tentative Topics and Class Activities/Assignments

The following assignments and activities will be used in evaluating your level of achievement in this course. The instructor reserves the right to change and/or delete assignments. Major assignments should be typed unless other specified.

AEDL 445 Class Schedule

Date	Topic	Readings / Assignment
January 14	<ul style="list-style-type: none">• Course Overview• The Role of Assessment in Teaching and Learning• Formative and Summative Assessments• Bloom's Taxonomy	Read Chapters 1 & 2
January 21	<ul style="list-style-type: none">• Teaching and Assessing• CIA	Read Chapters 3 & 4
January 28	<ul style="list-style-type: none">• Effects of Classroom-based Assessments on Students• Assessment of Learning in Progress• Standards in Practice	Read Chapters 4 & 5
February 4	<ul style="list-style-type: none">• Performance Assessment• Classroom Testing	Read Chapters 6
February 11	<ul style="list-style-type: none">• <i>All-Day Observations</i>	Read Chapter 7
February 18	<ul style="list-style-type: none">• Development of Traditional Items	Read Chapters 7 & 8
February 25	<ul style="list-style-type: none">• Traditional Items Due• Development of Performance Items• Authentic Assessment• Portfolio Assessment	Traditional Items Due Review Chapter 8 Read Chapter 9
March 4	<ul style="list-style-type: none">• Portfolio Assessment• Quiz #1	
March 11	USCA Spring Break	
March 18	<ul style="list-style-type: none">• Grades and Grading Processes	Read Chapter 10
March 25	<ul style="list-style-type: none">• Communicating with Others about Student Learning• Authentic Assessment Presentations	Authentic Assessment Due Read Chapter 11
April 1	<ul style="list-style-type: none">• Standardized Testing	Read Chapter 12
April 8	<ul style="list-style-type: none">• Teacher Work Sample: Analysis of Assessment Due	
April 15	<ul style="list-style-type: none">• National and International Standardized Test Results	Read Chapter 12
April 22	<ul style="list-style-type: none">• Assessment Action Plan Presentations• Course Evaluation	Assessment Action Plan Due

The above dates and topics are TENTATIVE and may be changed by the instructor, if necessary.