Course overview:
Assessment is critical to successful teaching and learning. This course provides an overview of popular forms of assessment, and investigates their materials and procedures. We also examine the audiences and purposes of assessment, the formative and summative nature of assessment and the informal and formal aspects of assessment. We examine individualized, classroom-based assessment and large-scale high-stakes assessment. We consider assessment as part of the larger school context. This allows us to examine the politics and consequences of assessment. Throughout the course there is a focus on assessment that is useful to classroom teachers and the students they teach. The instructor’s goal for this course is to have each student complete the course with a broad and deep understanding of assessment in schools and its relation to teaching and learning.

Texts:
We will use a collection of readings that focus on assessment in education. These will be distributed via the Internet and in class one week prior to the scheduled discussion of each article and book chapter.
**Course Requirements:**

Participation: Students are expected to attend class and participate. Examples of participation include contributing to discussions and group workshops. Indications that assigned readings have been read on time are important. 15 points

Critical questions: Students will create critical questions for each class session, to be handed in at the beginning of class. Students should construct a minimum of one critical question for each assigned reading. Of course, more than one question per assigned reading is acceptable. Critical questions should reflect the student’s understanding of assigned readings and the ability to pose questions in relation to those readings. Critical questions are used to initiate classroom discussions. 15 points

Task analysis and assessment development: Students will conduct a task analysis of what their students must do to demonstrate success in relation to a classroom lesson, or section of a lesson. Next, students will construct an assessment that reflects the task analysis. 20 points

Course project: Students will select a project that demonstrates the identification of a critical issue in assessment, and the attempt to address issues related to this critical issue. Students are encouraged to develop a course project related to their current teaching and assessment situations. 25 points

Final examination: The exam will be cumulative in nature. Students will be required to demonstrate their ability in relation to course objectives. This is a take-home examination in which students respond to 2 essay questions. 25 points

Grading Scale:

A = 91-100

B = 81-90

C = 71-80

D = below 71
### Course Schedule

**Note:** Assigned readings will be discussed on the date listed in Course Schedule.

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>January</td>
<td>25</td>
<td>Introductions and discussion; an assessment event</td>
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<tr>
<td>February</td>
<td>1</td>
<td>Executive Summary: <em>Knowing What Students Know</em> Pellegrino, Chudowsky &amp; Glaser</td>
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<td>Assessment snapshot: Formal and informal assessment</td>
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<td>8</td>
<td>CURRV: <em>A means for determining the suitability of assessment</em> Leipzig &amp; Afflerbach</td>
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<td>Assessment snapshot: Formative and summative assessment</td>
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<td>15</td>
<td>The development of expertise: The journey from acclimation to proficiency Alexander</td>
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<td>Assessment snapshot: Process and product assessment</td>
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<td></td>
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<td>*Submit idea for task analysis</td>
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<td>22</td>
<td>University of London</td>
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<td>March</td>
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<td>Portfolios Afflerbach</td>
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<td></td>
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<td><em>The unfulfilled promise of classroom assessment</em> Stiggins</td>
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<td>Assessment snapshot: Collaboration and assessment</td>
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<td>*Submit idea for course project</td>
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<td>8</td>
<td>Performance assessment Afflerbach</td>
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<td></td>
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<td>Assessment snapshot: Task analysis</td>
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</table>
15 Assessment as asking questions Afflerbach

Classroom questions Brualdi
Download from: http://pareonline.net/getvn.asp?v=6&n=6

Assessment snapshot: Assessing the “other” in school

22 Spring Break for UMCP-No Class

29 High stakes testing Afflerbach

Why standardized tests don’t measure educational quality Popham

Assessment snapshot: Authentic assessment

April 5 Checklists as assessment Afflerbach

Checklists on their own and embedded in other assessments
Download from: http://www.educ.state.ak.us/tls/frameworks/mathsci/ms5_2as1.htm#interviews

12 American Educational Research Association-San Francisco
No Class

19 Assessment inclusion and exclusion

Testing and students with disabilities Failing our kids

Impact of accommodation strategies on English language learners’ test performance Abedi et al

Learning disabilities, schooling and society Sternberg and Grigorenko

Assessment snapshot: Language differences in assessment

*Student presentations of projects

*Task analysis and assessment development due
April 26  Self-assessment and teaching students self-assessment

*Teaching and learning self-assessment strategies in middle school* Afflerbach & Meuwissen

*The winter count* Afflerbach et al.

Assessment snapshot: Confounds in assessment

*Student presentations of projects*

May 3  International Reading Association Meeting-Chicago

No Class

10  Setting a course for improving assessments in the classroom  Afflerbach

Assessment snapshot: Advocating for assessment

*Student presentations of projects*

NOTE: Final examination and course project (final version) are due on Friday, May 12 at 5PM.