Term Information

Effective Term
Spring 2014

General Information

Course Bulletin Listing/Subject Area
Educ Sts: Qunt Rsch Eval&Msrmt
Fiscal Unit/Academic Org
School/Educ Policy&Leadership - D1280
College/Academic Group
Education & Human Ecology
Level/Career
Undergraduate
Course Number/Catalog
3005
Course Title
Learner Centered Classroom Assessment
Transcript Abbreviation
Classrm Assessmnt
Course Description
This course will offer an in-depth look at classroom assessment that meets the needs of 21st century teaching and learning. During this course, prospective teachers will determine how classroom assessment strategies can benefit their teaching practices and their students learning. They will study how to plan, develop, and manage student-centered assessment.

Semester Credit Hours/Units
Fixed: 3

Offering Information

Length Of Course
14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course
Never
Does any section of this course have a distance education component?
No
Grading Basis
Letter Grade
Repeatable
No
Course Components
Laboratory, Lecture
Grade Roster Component
Laboratory
Credit Available by Exam
No
Admission Condition Course
No
Off Campus
Never
Campus of Offering
Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code
13.0604
Subsidy Level
Baccalaureate Course
Intended Rank
Sophomore, Junior, Senior
Quarters to Semesters

Quarters to Semesters New course
Give a rationale statement explaining the purpose of the new course
Sought concurrence from the following Fiscal Units or College

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

1. Demonstrate an understanding of the basic principles of classroom assessment.
2. Construct classroom assignments aligned with state and national curriculum standards.
3. Identify alignment between objectives, activities and classroom assessments
4. Describe and discuss the advantages and disadvantages of the different forms of classroom assessment in general, and for specific content areas, developmental areas, students from diverse backgrounds, and special needs students.
5. Create, administer and score teacher produced classroom assessments using a variety of forms.
6. Describe and discuss ways classroom assessment results aid in planning and curricular decisions.
7. Demonstrate knowledge and skill in valid grading procedures.
8. Communicate classroom assessment and grading knowledge to different audiences (parents, students, peers, etc.).

Content Topic List

Bloom’s Taxonomy
Identifying classroom assessment methods and Instruments
Using assessment data
Formative and Summative Assessment overview
Scoring: Rubrics, and Points
Scoring: Checklists, and Rating Scales
Self- and Peer Assessment
Classroom Conferences
Portfolios
Daily Classroom Assessment Techniques (CATs)
How to use them effectively
Developing Performance Based Classroom Assessments
Assessment Management
Use of Assessment Data
Classroom Grading: Purposes and Issues
What are grades for?
Classroom Grading: What should be included in grades?
Keeping track of student achievement and learning
Attachments

- ESQREM 3005 - Learner Centered Classroom Assessment.docx: Syllabus ESQREM 3005
  (Syllabus. Owner: Wheaton, Joe Edward)

Comments

Workflow Information

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Rationale:
This course will offer an in-depth look at classroom assessment that meets the needs of 21st century teaching and learning. During this course, prospective teachers will determine how classroom assessment strategies can benefit their teaching practices and their students learning. They will study how to plan, develop, and manage student-centered assessment.

Course Objectives and/or Student Learning Outcomes:
The Learner will be able to:
1. Demonstrate an understanding of the basic principles of classroom assessment.
2. Construct classroom assignments aligned with state and national curriculum standards.
3. Identify alignment between objectives, activities and classroom assessments.
4. Describe and discuss the advantages and disadvantages of the different forms of classroom assessment in general, and for specific content areas, developmental areas, students from diverse backgrounds, and special needs students.
5. Create, administer and score teacher produced classroom assessments using a variety of forms.
6. Describe and discuss ways classroom assessment results aid in planning and curricular decisions.
7. Demonstrate knowledge and skill in valid grading procedures.
8. Communicate classroom assessment and grading knowledge to different audiences (parents, students, peers, etc.).

Alignment of Course with Required Program Standards by Learned Societies:
The course content of ESQREM 3005 is aligned with NAEYC (National Association for the Education of Young Children) Core Guidelines for initial Teacher Licensure. Those candidate guidelines are:
3a. Understanding the goals, benefits, and uses of assessment.
3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches.
3d. Knowing about assessment partnerships with families and other professionals with professional colleagues.

The course content of ESQREM 3005 is aligned with AMLE (Association for Middle Level Education) Core Guidelines for initial Teacher Licensure. Those candidate guidelines are:
5b. Know a wide variety of teaching, learning, and assessment strategies, and when to implement them.
5c. Know that teaching higher order thinking skills is an integral part of instruction and assessment.
5d. Know how to select and develop formal, informal, and performance assessments based on their relative advantages and limitations.
5i. Understand the multiple roles of assessment in the instructional process (e.g. monitoring learning, evaluating student progress, and modifying teaching strategies).

**Relationship to other Courses/Curricula:**
This course is required in the undergraduate Early Childhood and Middle Childhood teacher education programs. It offers prospective teachers an opportunity to examine classroom assessments that impact their teaching and student learning.

**Required Textbooks:**


**Grading:**
The final grade for the course will be calculated as follows:

- Preparation for, substantive contributions made during, professional conduct and dispositions demonstrated during, and attendance at each class session (10%)
- Observational Checklist Development (15%)
- Teacher Interviews (15%)
- Rubric Development (15%)
- Grading Policy Assignment (15%)
- Student In-class Activities (15%)
- Student Presentation (15%)

Letter grades for the course will be assigned as follows:

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# Learner Centered Classroom Assessment

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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| 1    | Introduction to Class  
Getting to know you  
Overview of Learner Centered Classroom Assessment |                                                     |
| 2    | Learning Targets and Objectives  
Bloom’s Taxonomy  
Lesson Alignment | Greenstein, Ch 1                                      |
| 3    | Purposes of assessment in 21st century classrooms  
Identify classroom assessment methods and Instruments | Greenstein, Ch 2 & 3                                 |
| 4    | Using classroom assessment data  
Formative and Summative Assessment overview | Greenstein, Ch 4                                     |
| 5    | Scoring: Rubrics, and Points | Greenstein, Ch 5                                     |
| 6    | Scoring: Checklists, and Rating Scales | Greenstein, Ch 6                                     |
| 7    | Self- and Peer Assessment  
Classroom Conferences | Greenstein, Ch 7                                     |
| 8    | Portfolios | Greenstein, Ch 8                                     |
| 9    | Daily Classroom Assessment Techniques (CATs)  
How to use them effectively | Miharam; Haugen                                       |
| 10   | Developing Performance Based Classroom Assessments | Greenstein, Ch 9                                     |
| 11   | Assessment Management  
Use of Assessment Data | ETS; Stiggins; Cotton                                |
| 12   | Classroom Grading: Purposes and Issues  
What are grades for? | Brookhart text, Part 1                               |
| 13   | Classroom Grading: What should be included in grades?  
Keeping track of student achievement and learning | Brookhart text, Part 2 & 3                           |
| 14   | Student Presentations |                                                     |
| 15   | Student Presentations  
Wrap up |                                                     |

**Assignments:**

1. Observational Checklist: The purpose of this assignment is to create an observational checklist for use in the classroom. Students will provide a scenario for use of the checklist, describe how it will be used, where it will be used, for the period of time, etc. Make sure you include the subject and grade level it covers. Additional information will be given in class along with a grading rubric.

2. Teacher Interviews: The purpose of this assignment is to find out how classroom teachers form perceptions and expectations about their students in the first few days of school and informally throughout the school year as well as how they evaluate student progress and assign grades. Each student will interview two different grade level teachers (must be in your licensed and content area). Develop
a list of questions regarding the purpose of this assignment, interview the selected teachers, and write a written report about your findings. Additional information will be given in class along with a grading rubric.

4.

5. Rubric. The purpose of this assignment is to create a rubric for use in the classroom. Students will provide a scenario for use of the rubric, describe how it will be used, where it will be used, etc. Make sure you include the subject and grade level it covers. Additional information will be given in class along with a grading rubric.

6.

7. Grading Policy Assignment (GPS): The purpose of this assignment is to be able to develop a grading policy that will/could be used in a classroom. This assignment has two parts: a) A clear policy for assessment and grading that includes a rationale for your choices, and b) A one page statement that you will use with your syllabus/letter home, informing your students and their parents about the assessment practices and grading policy in your course. Additional information will be given in class along with a grading rubric.

8.

9. Presentation: The purpose of this assignment is to present your Grading Policy Assignment as you would to parents of your students. Students will present their GPS in a brief (3-5 minute) presentation to their classmates. Classmates will act as parents of students in your class and will have the opportunity to ask you questions about your GPS. Additional information will be given in class along with a grading rubric.
Additional Resources


