### Course Change Information

**What change is being proposed? (If more than one, what changes are being proposed?)**

Change grading from lab to lecture.

**What is the rationale for the proposed change(s)?**

There is no laboratory associated with this course.

**What are the programmatic implications of the proposed change(s)?**

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)? None

**Is approval of the request contingent upon the approval of other course or curricular program request?** No

**Is this a request to withdraw the course?** No

### Term Information

**Effective Term**

Autumn 2016

**Previous Value**

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**

Offers 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?**

Yes

**Is any section of the course offered**

100% at a distance

Greater or equal to 50% at a distance

Less than 50% at a distance

**Grading Basis**

Letter Grade

**Repeateable**

No

**Course Components**

Lecture

**Previous Value**

Laboratory, Lecture

**Grade Roster Component**

Lecture

**Previous Value**

Laboratory

**Credit Available by Exam**

No

**Admission Condition Course**

No
Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

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<thead>
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<tbody>
<tr>
<td>Subsidy Level</td>
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<tr>
<td>Intended Rank</td>
<td>Sophomore, Junior, Senior</td>
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</table>

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 Syllabus.docx
  (Syllabus. Owner: Wheaton,Joe Edward)

Comments

Workflow Information

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<thead>
<tr>
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<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<td>Wheaton,Joe Edward</td>
<td>12/17/2015 12:48 PM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Zirkle,Christopher J</td>
<td>12/17/2015 01:57 PM</td>
<td>Ad-Hoc Approval</td>
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<td>Wheaton,Joe Edward</td>
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<td>Unit Approval</td>
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<td>Odum, Sarah A.</td>
<td>02/16/2016 02:55 PM</td>
<td>College Approval</td>
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<td>Zircher, Andrew Paul</td>
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<td>Warnick, Bryan R.</td>
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<td>Achterberg, Cheryl L</td>
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College of Education and Human Ecology
Department of Educational Studies
ESQREM 3005: Learner Centered Classroom Assessment (3 Credit Hours)
Fall 2015

Instructor: Mine Dogucu.
Email: dogucu.1@osu.edu
Office Hours: M & W 3:00 - 4:00 P.M. or by appointment
Office: Ramseyer 211

GENERAL EDUCATION REQUIREMENTS

GE Category: Data Analysis.

Data Analysis Goals: Students develop skills in drawing conclusions and critically evaluating results based on data.

Data Analysis Expected Learning Outcome: Students understand basic concepts of statistics and probability, comprehend methods needed to analyze and critically evaluate statistical arguments, and recognize the importance of statistical ideas.

How the course will fulfill the Expected Learning Outcomes:

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 teacher education candidate 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.).

ESQREM 3005 Syllabus
ALIGNMENT OF COURSE WITH REQUIRED PROGRAM STANDARDS BY LEARNED SOCIETIES
The course content of ESQREM 3005 is aligned with National Association for the Education of Young Children (NAEYC) 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 Association for Middle Level Education (AMLE) 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).

The course content of ESQREM 3005 is aligned with Ohio Standards for the Teaching Profession. Those candidate guidelines are:

3. Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.
3a. Teachers are knowledgeable about assessment types, their purposes and the data they generate.
3b. Teachers select, develop and use a variety of diagnostic, formative and summative assessments.
3c. Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.
3d. Teachers collaborate and communicate student progress with students, parents and colleagues.
3e. Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.

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 TEXTBOOK AND READINGS

Selected Readings from the following (provided via Carmen or on reserve in library):

COURSE EXPECTATIONS
Class Etiquette
This is a training environment for your classroom – treat our class as you would like to be treated when you are teaching/working with your class. Come to class having completed assignments or readings and ready to participate. Be respectful of peers and refrain from texting or distracting others during class. Please turn cell phones off or place on silent mode.

Attendance
Students are expected to attend all regularly scheduled classes, participate in online and in class discussions, and participate in class activities. Students who arrive 10 minutes after the start of the session and those who leave prior to the end of the session will be reported as absent.

Assignments
Students are expected to turn in assignments on or before the due date. No late work will be accepted even if it is only an hour late. Any late work will receive zero points for the assignment. It is recommended not to leave the assignments until the last day so that emergency situations would not create any problems with submissions. All assignments will be submitted to the appropriate Carmen Dropbox.

Group Work
Students can work in a group for some of the assignments as stated in Evaluation and Grading section of the syllabus. If students choose to work in a group, each group member needs to submit the (same) assignment separately on Carmen. In addition to the actual assignment, each member needs to submit a paragraph explaining their role and duties in the group. The instructor holds the right to assign different grades to different members of the group based on the same assignment if she notices unequal distribution of workload among group members. The groups can have up to 4 members.

Grades of Incomplete
A grade of incomplete is given only in extraordinary circumstances that are beyond the student’s control. An incomplete may not be substituted for a failing grade regardless of the circumstances. If a situation arises that a student feel warrants an incomplete, notify the instructor immediately.
Respect for Diversity
Diversity includes, but is not limited to race, ethnicity, national origin, tribal affiliation, sex, gender, gender-expression/identity, sexual orientation, socioeconomic status, age, physical abilities or religious affiliation. I would encourage students to think critically about diversity and about the social privileges they are afforded. I would also encourage students to expand their knowledge of other cultures. It is important that we all honor individual differences by (a) listening and respectfully responding to individuals with varied beliefs and backgrounds, and (b) discussing conflicting viewpoints in a calm and respective manner.

Academic Integrity
Students are expected to turn in original work and to cite quotes and referenced materials appropriately in their written assignments. Any plagiarism or cheating will result in failure in this course and may result in suspension or expulsion from the university. For more information on the Code of Student Conduct, visit the Student Affairs website (http://studentaffairs.osu.edu/+).

Statement of Student Rights
Students who feel a need for an accommodation based on the impact of a disability should contact me privately to discuss the specific need. Please contact the Office of Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities. For more information on disability services offered at OSU, visit the Office of Disability Services website (http://www.ods.ohio-state.edu/+).
EVALUATION AND GRADING
The final grade for the course will be calculated as follows:

- Attendance at each class session (14 points)
- Preparation for, substantive contributions made during, professional conduct and dispositions demonstrated during each class session (excluding the first session) (13 points)
- Weekly Carmen quizzes (36 points) - Individual work
- Aligning learning targets to assessments (20 points) – Group work / Individual work
- Observational checklist development (20 points) – Group work / Individual work
- Unit test development (20 points) – Group work / Individual work
- Performance assessment and rubric development (20 points) – Group work / Individual work
- Standardized test results interpretation (12 points) – Group work / Individual work
- Grading policy and presentation (20 points) – Group work
- Final exam (25 points) - Individual work

Letter grades for the course will be assigned as follows, based on 200 total points:

<table>
<thead>
<tr>
<th></th>
<th>186-200 points</th>
<th>174-184 Points</th>
<th>154-159 Points</th>
<th>134-139 Points</th>
<th>E</th>
<th>Below 120 points</th>
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<tr>
<td>A-</td>
<td>180-185 Points</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
<td>Below 120 points</td>
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<td>B-</td>
<td>160-165 Points</td>
<td>C-</td>
<td>140-145 Points</td>
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</table>

Description of Assignments:

1) **Aligning Learning Targets to Assessments (20 points):** The purpose of this assignment is write measurable learning targets extracted from standards (text, p. 51-54); relate the content to appropriate taxonomy levels (p. 56-60); and design assessment(s) to determine progress or mastery. Provide a scenario describing the academic subject, grade level, point in the unit of study, and standards from which the learning goals were derived. Additional information will be given in class. A grading rubric is provided below.

2) **Observational Checklist (15 points):** The purpose of this assignment is to create an observational checklist for use in the classroom. 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. and include the subject and grade level it covers. Points will be given for having your checklist critiqued by peers or practicing teachers (show drafts with critiques). Additional information will be given in class. A grading rubric is provided below.

3) **Unit Test Development (20 points):** The purpose of this assignment is to create a unit test using best practices of assessment and several item formats (selected response, constructed response, extended response). Provide a scenario and include the subject and grade level. Points will be awarded for having your test critiqued by peers or practicing
4) **Performance Assessment and Rubric Development (20 points):** The purpose of this assignment is to create a performance task, and to develop an analytic rubric that can be used to grade the performance assessment. Provide a scenario for the assessment, including standards to be mastered. Describe how the rubric will be used, where the rubric will be used, and the subject area and grade level. Points will be awarded for having your task and rubric critiqued by peers or practicing teachers (show drafts with critiques). Additional information will be given in class. A rubric is provided below.

5) **Standardized Test Results Interpretation Project (12 points):** The purpose of this assignment is to interpret and communicate standardized score meanings and to discuss of how the results can be used to inform teaching and learning. Additional information will be given in class. A grading rubric is provided below.

6) **Grading Policy and Presentation Project (20 points):** The purpose of this assignment is to develop a grading policy that will be/could be used in a classroom. This assignment has three parts: a) a clear policy for assessment and grading that includes a rationale for your choices; 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; and (c) presentation of the grading policy (3-5 minutes) to classmates who will act as parents of students in your class and will have the opportunity to ask you questions about your grading policy. Additional information will be given in class. A grading rubric is provided below.

7) **Final Examination:** The final examination will assess mastery of course objectives and course terminology. It will be administered on Carmen.
## SCHEDULE

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 0       | 8/26  | *Introductions  
*Overview of learner centered classroom assessment  
*Terminology | Review syllabus and Carmen site | |
| 1       | 9/2   | *Role of assessment in a learning culture  
*Classroom decision making  
*Standards for teacher competence in educational assessment of students  
*Responsibilities of those who develop assessment products and services | Shepard (2000); Chapter 1; Appendix A; and Appendix C (Section 1) | Quiz 1 |
| 2       | 9/9   | *Validity and reliability  
*Code of fair testing practices in education  
*Terminology | Chapter 2 and Appendix B | Quiz 2 |
| 3       | 9/16  | *Learning goals and Ohio standards  
*Summaries of taxonomies of educational objectives: cognitive, affective, and psychomotor domains  
*Alignment of learning goals with assessments  
*Terminology | Chapter 3 and Appendix D | Quiz 3 |
| 4       | 9/23  | *Higher-order thinking  
*Test Blueprints  
*Critique of Assessment Alignment  
*Ohio Value Added Assessments  
*Terminology | Chapter 4 | Quiz 4 |
| 5       | 9/30  | *Planning assessment and instruction  
*Responsibility of those who administer assessments  
*Testing Accommodations and Modifications  
*Terminology | Chapter 5 and Appendix C (Section 4) | Learning Targets Project & Quiz 5 |
| 6       | 10/7  | *Formative assessment  
*Observational Checklist Critique  
*Terminology | Chapter 6 | Quiz 6 |
| 7       | 10/14 | *Completion and selected response test items  
*Critique of Selected Response Test  
*Terminology | Chapter 7 | Observational Checklist Project & Quiz 7 |
<p>| 8       | 10/21 | *Constructed response test items | Chapter 8 | Quiz 8 |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Schedule</th>
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</table>
|      |      | *Critique of Constructed Response Test*  
      |      | *Terminology* |
| 9    | 10/28 | *Performance assessment*  
      |      | *PARCC Assessments and Ohio Assessments in Social Studies and Science*  
      |      | *Terminology* |
|      |      | Chapter 9  
      |      | Chapter 5, “Creativity” from Dueck, *Grading Smarter*;  
      |      | *Selected Response Test Project & Quiz 9* |
| 10   | 11/4  | *Scoring: Points, rubrics, and other scales*  
      |      | *Responsibilities of those who score assessments*  
      |      | *Review of Performance Assessment and Rubrics*  
      |      | *Terminology* |
|      |      | Chapter 10, Appendix C (Section 5), and Appendix G  
      |      | *Quiz 10* |
|      | 11/11 | **NO CLASS – VETERAN’S DAY** |
| 11   | 11/18 | *Grading*  
      |      | *Interpreting standardized test scores*  
      |      | *Terminology* |
|      |      | Chapter 11  
      |      | *Performance Assessment and Rubric Project & Quiz 11* |
|      | 11/25 | **NO CLASS – THANKSGIVING BREAK** |
| 12   | 12/2  | *Responsibilities of those who interpret, use, and communicate assessment results* |
|      |      | Chapter 12 and Appendix C (Section 6)  
      |      | *Standardized Test Interpretation Project & Quiz 12* |
| 13   | 12/9  | *Grading policy and presentations* |
|      |      | *Grading Policy and Presentation* |
| 12/16 |      | *Final Exam Due 7:00 pm* |

The instructor holds the right to make changes to the timeline of content. All the changes to the syllabus will be posted in a timely manner on Carmen.
## SCORING RUBRICS

<table>
<thead>
<tr>
<th>Aligning Learning Targets with Assessments Assignment Rubric</th>
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</thead>
<tbody>
<tr>
<td>Does not Meet Standard (0)</td>
</tr>
<tr>
<td>Approaches Standard (2)</td>
</tr>
<tr>
<td>Meets Standard (4)</td>
</tr>
<tr>
<td>Exceeds Standard (5)</td>
</tr>
</tbody>
</table>

### Scenario/Alignment to Standards

- **Does not Meet Standard (0)**: Standards and scenario are incomplete or poorly related.
- **Approaches Standard (2)**: Identifies standards that are appropriate to grade level and academic subject described in the scenario.
- **Meets Standard (4)**: Identifies standards that are relevant to grade level, subject area and the unit of study described in the scenario.
- **Exceeds Standard (5)**: Describes standards and rationale for selection by citing relevance to grade level, subject area, unit of study, and intra- or interdisciplinary connections.

### Specific Learning Targets

- **Does not Meet Standard (0)**: Learning targets do not align to standards or are not measurable.
- **Approaches Standard (2)**: Measurable learning targets align to standards but need further development to be student centered, performance centered, and content centered.
- **Meets Standard (4)**: Measurable learning targets align to standards and are student centered, performance centered, and content centered.
- **Exceeds Standard (5)**: Measurable learning targets align to standards; are student centered, performance centered, and content centered; and are not too broad or too specific.

### Taxonomy Levels

- **Does not Meet Standard (0)**: Learning targets are drawn from a single domain and a single level of cognitive complexity.
- **Approaches Standard (2)**: Learning targets represent more than one level of cognitive complexity.
- **Meets Standard (4)**: Learning targets represent more than one domain and more than one level of cognitive complexity.
- **Exceeds Standard (5)**: Learning targets represent more than one domain and two or more levels of cognitive complexity.

### Alignment to Assessments

- **Does not Meet Standard (0)**: Assessments are unclear or do not appear to align to the content of learning targets.
- **Approaches Standard (2)**: Assessments are described clearly. Assessments align to content of the learning targets.
- **Meets Standard (4)**: Assessments are described clearly. Assessments align well to content and cognitive complexity of the learning targets.
- **Exceeds Standard (5)**: Assessments are described thoroughly with sample items cited. Assessments align well to the content and cognitive complexity of the learning targets.

<p>| Total | /20 |</p>
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<th>Purpose and Scenario</th>
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<th>Approaches Standard (1)</th>
<th>Meets Standard (3)</th>
<th>Exceeds Standard (4)</th>
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<tbody>
<tr>
<td>Subject, grade level, and purpose of intended observations are not stated or are unclear.</td>
<td>Subject, grade level, and purpose of intended observations are stated.</td>
<td>Subject, grade level, and purpose of intended observations are stated. A purpose for the observations relates to student learning or behavioral improvement.</td>
<td>Subject, grade level, and purpose of intended observation(s) are stated. A thorough rationale is provided for use/need of the observation in advancing student learning or positive behavior.</td>
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</tr>
</tbody>
</table>

| Validity | Student behaviors that are the target of observations are not clear or there is no rationale for the content of the observation. | Student behaviors that are the target of observations are clearly identified. Rationale loosely ties to standards or focus of concern. | Student behaviors that are the target of observations are clearly identified. Rationale clearly ties the observation to the standard or focus of concern. | Student behaviors that are the target of observations are clearly identified. Rationale is provided that demonstrates a clear tie to the standard or focus of concern and to other measurement criteria for the same domain. |

| Reliability | The observation checklist is incomplete or unclear in directions for use/coding. | The observation checklist has targets (elements) to be observed and ratings or methods for coding. | The observation checklist has targets (elements) to be observed, clear directions for ratings/coding observations, and a comment section. | The observation checklist has targets (elements) to be observed, clear directions for ratings/coding observations, options for more than one rater to enter data, and a comment section. |

| Formative Use | Plans for using observational data are missing or unclear. | Plans for using observational data involve adjusting instruction based on observations but require further development. | Plans for using observational data are clear and involve adjusting instruction based on observations. | Plans for using observational data are clear and involve adjusting instruction and providing descriptive feedback to student or evaluating process. |

| Peer/Teacher Critique Professionalism | Final product is not professionally presented. | Final product has minimal error. | Included drafts indicate review by at least one peer or practicing teacher with suggestions for improvement incorporated into the final project. Final product is professionally presented with minimal error. | Included drafts indicate review by at least two peers or practicing teachers with suggestions for improvement incorporated into the final project. Final product is professionally presented and error free. |

<p>| Total | /20 | /20 | /20 | /20 |</p>
<table>
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<tr>
<th>Unit Test Assignment Rubric</th>
<th>Does not Meet Standard (0)</th>
<th>Approaches Standard (2)</th>
<th>Meets Standard (3)</th>
<th>Exceeds Standard (4)</th>
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</thead>
<tbody>
<tr>
<td><strong>Blueprint/Alignment to Standards and Learning Targets</strong></td>
<td>Blueprint is unclear or does not specify standards/learning targets and types of items to be used.</td>
<td>Subject, grade level, and purpose of test are stated. Blueprint specifies standards/learning targets and types of items to be used.</td>
<td>Subject, grade level, and purpose of test are stated. Blueprint specifies standards/learning targets, types of items to be used, and point values/weights.</td>
<td>Subject, grade level, and purpose of test are stated. Blueprint specifies standards/learning targets, types of items to be used, and point values/weights. Blueprint calls for items that tap higher order thinking.</td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td>Test does not align well to blueprint or does not use two item formats (SR/CR); test may lack clear directions.</td>
<td>Test aligns to blueprint and two item formats (SR/CR); clear directions are given for the test overall and for each section.</td>
<td>Test aligns to blueprint and utilizes at least two item formats (SR/CR); clear directions are given for the test overall and for each section. The test format is easily navigated.</td>
<td>Test aligns to blueprint and utilizes more than two item formats (SR/CR/ER); clear directions are given for the test overall and for each section. The test format is easily navigated and enhanced by use of fonts, pictures, and/or visual supports.</td>
</tr>
<tr>
<td><strong>Items</strong></td>
<td>Items do not sufficiently sample the standards/targets or are not constructed in accordance with good practice for the type(s) of items used.</td>
<td>Two or more items sample each standard/target. Items reflect good practice for item construction, and most are dependent on knowledge of the subject for correct response.</td>
<td>Two or more items sample each standard/target. Items reflect best practice for item construction, and are dependent on knowledge of the subject for correct response.</td>
<td>Three or more items sample each standard/target. Items reflect best practice for item construction, and are dependent on knowledge of the subject for correct response. One or more context dependent item is used.</td>
</tr>
<tr>
<td><strong>Reliability and Scoring</strong></td>
<td>Scoring guide is incomplete, unclear, or does provide samples of responses for full and partial credit.</td>
<td>A complete scoring key is provided but may require some explanation to an unfamiliar user. The key provides sample responses that are eligible for full and partial credit.</td>
<td>A complete scoring key is provided and is understandable to a user not familiar with the test. The key provides sample responses that are eligible for full and partial credit.</td>
<td>A complete scoring key is provided and is understandable to a user not familiar with the test. The key provides sample constructed responses eligible for full and partial credit. An item analysis table is attached to the scoring key to permit analysis of student mastery of standards.</td>
</tr>
<tr>
<td><strong>Peer/Teacher Critique</strong></td>
<td>Final product is not professionally presented.</td>
<td>Final product has minimal error.</td>
<td>Included drafts indicate review by at least one peer or practicing teacher with suggestions for improvement incorporated into the final project. Final product is professionally presented with minimal error.</td>
<td>Included drafts indicate review by at least two peers or practicing teachers with suggestions for improvement incorporated into the final project. Final product is professionally presented and error free.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<tr>
<td>Performance Assessment and Rubric Assignment</td>
<td>Scoring Rubric</td>
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<tr>
<td><strong>Performance Task</strong></td>
<td><strong>Does not Meet Standard (0)</strong></td>
<td><strong>Approaches Standard (2)</strong></td>
<td><strong>Meets Standard (3)</strong></td>
<td><strong>Exceeds Standard (4)</strong></td>
</tr>
<tr>
<td>Task does not align to standards in a unit of study or does not pose a challenging, real-world or personally-meaningful task.</td>
<td>Task aligns to standards in a unit of study and poses a challenging, real-world or personally-meaningful task.</td>
<td>Task assesses most standards in a unit of study and poses a challenging, real-world or personally-meaningful task. Task requires student to actively do something.</td>
<td>Task assesses all focus standards in a unit of study and poses a challenging real-world or personally-meaningful task. Task requires student to actively do something and to apply and/or transfer knowledge to new formats or situations.</td>
<td></td>
</tr>
<tr>
<td><strong>Directions</strong></td>
<td><strong>Does not Meet Standard (0)</strong></td>
<td><strong>Approaches Standard (2)</strong></td>
<td><strong>Meets Standard (3)</strong></td>
<td><strong>Exceeds Standard (4)</strong></td>
</tr>
<tr>
<td>Directions and/or evaluation of performance are missing or unclear.</td>
<td>Clear directions define the purpose of the task and lead students to interpret the task and to know how performance will be evaluated.</td>
<td>Clear directions define the purpose of the task and lead all students, including those with diverse backgrounds, to interpret the task and to know how performance will be evaluated.</td>
<td>Clear and concise directions define the purpose of the task and lead all students, including those with diverse backgrounds, to interpret the task and to know how performance will be evaluated. Supportive materials such as diagrams, charts, or templates are given.</td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation Plan</strong></td>
<td><strong>Does not Meet Standard (0)</strong></td>
<td><strong>Approaches Standard (2)</strong></td>
<td><strong>Meets Standard (3)</strong></td>
<td><strong>Exceeds Standard (4)</strong></td>
</tr>
<tr>
<td>Performance evaluation is determined by a single measure or is unclear.</td>
<td>Performance is evaluated through both process measures and final product evaluation.</td>
<td>Performance is evaluated through both process and final product evaluation over a period of time and involving more than one assessment format.</td>
<td>Performance is evaluated through both process and final product evaluation over a period of time and involving more than one assessment format and more than one response modality.</td>
<td></td>
</tr>
<tr>
<td><strong>Rubric for Final Product</strong></td>
<td><strong>Does not Meet Standard (0)</strong></td>
<td><strong>Approaches Standard (2)</strong></td>
<td><strong>Meets Standard (3)</strong></td>
<td><strong>Exceeds Standard (4)</strong></td>
</tr>
<tr>
<td>Rubric criteria are not clear or not aligned well to important learning targets. Rubric ratings are not clearly delineated.</td>
<td>Rubric criteria align to most important content and processes of the learning targets. Rubric has varied levels of performance and points/ratings.</td>
<td>Rubric criteria align to most important content and processes of the learning targets. Rubric has discrete, observable levels of performance and points/ratings.</td>
<td>Rubric criteria align to most important content and processes of the learning targets. Rubric has discrete, observable levels of performance, points, and differentiated weights. Rubric documentation provides guidance or samples to demonstrate how performance is to be rated.</td>
<td></td>
</tr>
<tr>
<td><strong>Peer/Teacher Critique</strong></td>
<td><strong>Does not Meet Standard (0)</strong></td>
<td><strong>Approaches Standard (2)</strong></td>
<td><strong>Meets Standard (3)</strong></td>
<td><strong>Exceeds Standard (4)</strong></td>
</tr>
<tr>
<td>Final product is not professionally presented.</td>
<td>Final product has minimal error.</td>
<td>Included drafts indicate review by at least one peer or practicing teacher with suggestions for improvement incorporated into the final project. Final product is professionally presented with minimal error.</td>
<td>Included drafts indicate review by at least two peers or practicing teachers with suggestions for improvement incorporated into the final project. Final product is professionally presented and error free.</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td>/20</td>
</tr>
<tr>
<td>Standardized Test Interpretation Project Rubric</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does not Meet Standard (1)</td>
<td>Approaches Standard (2)</td>
<td>Meets Standard (3)</td>
<td>Exceeds Standard (4)</td>
<td></td>
</tr>
<tr>
<td><strong>Data Interpretation</strong></td>
<td>Background information or score interpretation is unclear, incorrect, or missing.</td>
<td>Provides background information on the test as well as an accurate summary of scores derived from the test.</td>
<td>Provides background information on the test as well as an accurate summary of scores derived from the test and what they mean.</td>
<td>Provides background information on the test as well as an accurate, thorough summary of scores derived from the test, what they mean, and their relative importance to overall interpretation.</td>
</tr>
<tr>
<td><strong>Profile of Class</strong></td>
<td>Does not calculate central tendency or dispersion correctly or does not develop a supported class profile of achievement.</td>
<td>Calculates and describes scores of central tendency and dispersion to develop a class profile of achievement.</td>
<td>Calculates and describes scores of central tendency and dispersion to develop a class profile of achievement. Utilizes item analysis to describe a supported conclusion about individual and class mastery.</td>
<td>Calculates and describes scores of central tendency and dispersion to develop a class profile of achievement. Provides a supported analysis of all data to describe class strengths and weaknesses in terms needs of the class and specific students in the class.</td>
</tr>
<tr>
<td><strong>Implications for Teaching and Learning</strong></td>
<td>Evaluation is not drawn from data or does not arrive at next steps for the teacher.</td>
<td>Evaluates data to arrive at two or more “next steps” for the classroom teacher.</td>
<td>Evaluates data to arrive at two or more “next steps” for the classroom teacher. Discusses implications for individual students, groups of students, and for the class overall.</td>
<td>Evaluates data to arrive at three or more “next steps” for the classroom teacher. Discusses implications for specific students, groups of students, and for the class overall.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td>/12</td>
</tr>
</tbody>
</table>
## Grading Policy Project and Presentation Rubric

<table>
<thead>
<tr>
<th></th>
<th>Does not Meet Standard (0)</th>
<th>Approaches Standard (2)</th>
<th>Meets Standard (3)</th>
<th>Exceeds Standard (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Policy Content</strong></td>
<td>Policy is not clear or is incomplete.</td>
<td>Policy is a clear description of classroom assessments to be given, how each assessment will be used and how grades will be derived. Contains most specifications of a grading policy.</td>
<td>Policy is a clear description of classroom assessments to be given, how each assessment will be used and how grades will be derived. Contains all specifications of a grading policy. Expectations for student performance in all aspects of classwork, including homework and formative assessments, are explicit though there are clear allowances for differentiated work.</td>
<td>Policy is a clear and concise description of classroom assessments to be given, how each assessment will be used and how grades will be derived. Contains all specifications of a grading policy. Expectations for student performance in all aspects of classwork, including homework and formative assessments, are explicit and pose a convincing, cohesive philosophy of grading.</td>
</tr>
<tr>
<td><strong>Rationale</strong></td>
<td>Rationale lacks connection to scholarly sources, or is vague or inconsistent.</td>
<td>Rationale is based on at least 2 scholarly sources, though some coherence or consistency may be lacking.</td>
<td>Rationale is based on at least 2 scholarly sources, and is philosophically consistent.</td>
<td>Rationale is based on 3 or more scholarly sources, and is posed as a convincing, cohesive philosophy of grading.</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>Presentation does not clarify policy for the group, or is incomplete or missing.</td>
<td>Presentation effectively summarizes policy.</td>
<td>Presentation effectively summarizes policy and responds thoroughly to questions posed by the group.</td>
<td>Presentation effectively summarizes policy, poses thoughtful questions, and responds thoroughly to questions posed by the group.</td>
</tr>
<tr>
<td><strong>Peer/Teacher Critique</strong></td>
<td>Final product is not professionally presented.</td>
<td>Final product has minimal error.</td>
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<td>Included drafts indicate review by at least two peers or practicing teachers with suggestions for improvement incorporated into the final project. Final product is professionally presented and error free.</td>
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</table>

**Total** /20

ESQREM 3005 Syllabus