

Montclair State University
Department of Educational Foundations
Spring 2016

SASE 519: Assessment for Learning
Wednesday, 5:30-8:00PM

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Tuesdays, 1:15-2:15PM, Wednesdays,
4:00-5:00PM, Thursdays, 6:30-7:30PM,
and by appointment
Virtual office hours available (via
FaceTime, Google, etc.)

**Office Hours (Please email to confirm
attendance)**

Catalog Description

CURR519 ASSESSMENT FOR AUTHENTIC LEARNING

College: COLLEGE OF EDUCATION AND HUMAN SERVICES

Department: Secondary and Special Education. Credits: 3.00

Assessment for Authentic Learning. Prerequisites: CURR 505 or EDFD 505, CURR 518. This course provides prospective teachers with knowledge and skills for evaluating and understanding student growth and learning across diverse educational settings. Teacher candidates analyze assessment policies and practices, their own as well as local and national, to consider assessment practice from the point of view of learners and how they experience learning opportunities. In addition, teacher candidates relate these aspects of assessment policy and practice to an evaluation of their own notions about assessment and its development. May be repeated once for a maximum of 6.0 credits. Cross listed with EDFD 519. 3 hours lecture.

Guiding Questions

1. What does learning “look like”? How do we know that students are learning? How do we know what they are learning?
2. What forces shape our views regarding teaching, learning, and assessment? In other words, what shapes our beliefs about what makes an educated person?
3. What do “we” want students to know, understand, and be able to do (and how does this answer change depending on who the “we” is)?
4. How do teachers and other stakeholders “know” that students have learned?
5. What role does and can assessment play in empowering or marginalizing students and the communities in which they live?

Core Objectives

By the end of this course you will be able to:

1. Identify, analyze, and critique the forces that shape teachers' work in relation to teaching, learning, and assessment;
2. Identify and reflect upon their own experiences as students to explore how they shape one's perceptions regarding assessment;
3. Identify, develop, and evaluate different types of assessment strategies and approaches;
4. Use assessments as tools for learning and instructional decision making;
5. Adapt appropriate assessments to meet individual learning needs;
6. Examine and critique technology tools used to collect, analyze, represent, and communicate student performance data to inform learning activities;
7. Critique the efficacy of information related to assessment and evaluation.

Required Texts

1. McTighe, J., & Tomlinson, C. A. (2006). *Integrating differentiated instruction and understanding by design: Connecting content and kids*. ASCD.
2. Popham, W. J. (2008). *Transformative Assessment*. ASCD.
3. Wiggins, G. P., & McTighe, J. (2011). *The understanding by design guide to creating high-quality units*. ASCD.

Means of Assessment

1. Class Participation, Quizzes, & In-class assignments (30%)
2. Unit Proposal with Assessment Plan (10%)
3. Group Unit Plan with Assessments (20%)
4. Individual Unit with Assessments (25%)
5. Reflective Essay (15%)

Expanded Description

The words assessment, tests, testing, grades, etc. often elicit very different affective (emotional) and cognitive (thought-related) responses. "I am horrible at tests!" "Now that testing is over, I can finally teach." "What is the point of assessing students if we aren't going to share with them where they did well and where they didn't?" "Wow, this really makes sense." As learners, many of us have had those moments of dread, the feeling of satisfaction, and the thought, huh? As teachers you will most likely share those feelings again (and again and again...).

This learning course will challenge you to see the efficacy in assessment (usefulness) for and of learning: for you, your students, their families, and the larger community. Good assessments are more than just standardized tests, true/false, multiple guess... They are well-thought out by teachers and connect goals/objectives to the act of learning itself.

Notions about assessment, what it is and how it is used, however, are not formed in a vacuum. They are defined by beliefs about how people learn, what types of students schools should produce, and what role schools should and do play in society. These notions are reflected in policy decisions about curriculum, assessment, teaching, and learning. On the one hand, they are explicit, as outlined in federal, state, and local, education policies. At the same time, however, much of it is hidden, in ideological beliefs regarding individuals and groups, views about knowledge, and what makes a person “educated.”

This course is designed to engage you in thinking about all of this: the beliefs we have about assessment, teaching, and learning; education policy, and what we actually do in the classroom as assessors of student learning. It’s a lot to address in fifteen weeks. But it is what good teachers do. Through the learning experiences and readings, you will learn how to reflect upon your own experiences as a student who was the subject (and object) of assessment. You will learn how to critique education policy, standards, and their impact on assessment. Finally, you will develop, implement, and evaluate assessment strategies for diverse learners, including English language learners, students with disabilities, and learners of racial, ethnic, gender, and linguistic diversities.

Relevant MSU Standards

1. Candidates know the subjects they plan to teach and how to teach those subjects to students.
4. Candidates plan instruction (a) based upon knowledge of subject matter, students, families, communities, and curriculum goals and standards; and (b) taking into account issues of class, gender, race, ethnicity, language, sexual orientation, age, and special needs in designing instruction.
7. Candidates understand and use multiple forms of assessment to promote the intellectual, social, and physical development of learners and to inform instruction.
9. Candidates are reflective practitioners who continually (a) inquire into the nature of teaching and learning, (b) evaluate the effects of their choices and actions on others, and (c) seek out opportunities to grow professionally.
11. Candidates speak and write English fluently and communicate clearly.
12. Candidates develop dispositions expected of professional educators:
 - a. Belief in the educability of all children.
 - b. Respect for individual and cultural differences, and appreciation of the basic worth of each individual and cultural group.
 - c. Belief that all children bring talents and strengths to learning.
 - d. Attitude that students’ strengths are a basis for growth and their errors are opportunities for learning.
 - e. Commitment to using assessment to identify students’ strengths and promote students’ growth rather than to deny students access to learning opportunities.

- f. Appreciation for multiple ways of knowing.
- g. Commitment to the expression and use of democratic values in the classroom.
- h. Commitment to critical reflection, inquiry, critical thinking, and life-long learning.
- i. Commitment to the ethical and enculturating responsibilities of educators.
- j. Belief in the potential of schools to promote social justice, and commitment to being agents of change and stewards of best practice.
- k. Commitment to teaching.

A Note About Late Work:

All assignments are due as noted in the syllabus. However, there are extreme circumstances in which extensions are warranted. These circumstances must be discussed prior to the due date and confirmed via email with me. In other words, do not wait until the night before or the day the assignment is due to discuss an extension. Any assignment turned in late without an approved extension will be marked down one "letter" grade, e.g., from a grade of "A" to a grade of "A-." If you are absent and miss a quiz, you will not be allowed to "make it up."

Practices in Collegiality:

It goes without saying that part of developing a positive classroom environment is engaging in treating others the way you want to be treated. Please refer to the following guidelines:

- Refrain from text messaging or taking calls while class is in session. Power-off (or set to silent mode) your cell phones upon entering the classroom. In the event that you are expecting an important phone call (there are rare occasions that life interferes), please let me know, and simply duck out of class for a few minutes. It is acceptable to bring laptops for use within the classroom, as long as it does not distract you from fully participating in group activities and discussion.
- Never give me your only copy of a project or assignment. Always keep an extra date-stamped digital copy for your own records (copy an email to yourself). If there is a discrepancy at the end of the semester, it may make a difference in your final grade if you are able to resubmit an otherwise lost assignment.
- Reliable internet access is required to fully participate in this course. MSU provides numerous computer labs (both Mac and PC) to accommodate your time and tasks needs (<http://oit.montclair.edu>). A jammed printer, failure to save data or backup a file, or being "offline" is not a legitimate excuse for missing class or missing an assignment deadline. As a general course policy, I do not accept late] assignments.
- Academic Honesty. It goes without saying that this course will abide by the policies set forth by the university. However, as educators, academic honesty is even more crucial because you will serve as examples to your own students and colleagues, and therefore now is the time to perfect a professional demeanor appropriate to working with students and other faculty in schools. That means the work you turn in needs to be your own, or appropriately cited. In addition, while it is appropriate

to use resources from other classes, it is NOT appropriate to turn in the same paper or project to more than one class. Please see me if you have any questions about the academic violations described in the student code in

- general or as they relate to particular requirements for this course.
- (<http://www.montclair.edu/studenthandbook/graduate.html>). In addition, whenever turning in written work, students should cite the sources from which they have gathered information or direct quotes. Please keep in mind that even paraphrasing requires a citation. Students should refer to the American Psychological Association Publication Manual, 5th Edition for any questions regarding citations, etc.
- If you receive an assignment back and are confused or disagree with assigned grade, I encourage you to discuss it with me. I do ask that you wait at least 24 hours after receiving your assignment before contacting me (a “cooling period”) so that our discussion can be the most fruitful.
- Internet Communication. Because I spend time in the schools and conduct research that often has me out of the office, I often do not pick up my phone messages for days at a time. Thus, the most effective and efficient means to communicate with me is through email at Goldsteinr@mail.montclair.edu. When communicating via email, please keep the following in mind:
 1. Subject header: Please include a subject head with your name and course info. That will help me to answer your questions most efficiently. In addition, failure to include a subject line will result in my email spam preferences to dump your email in my mail junk folder. I want to be able to answer your questions; please don't make me search for them.
 2. Including your name in the subject header (or in the email itself) is crucial, especially if you are sending an email from your home account. Please don't leave it up to me to guess who you are.
 3. Not only is it unfair to me; it is unprofessional.
 4. Please use language and grammar that is appropriate to a professional audience. Email communication between faculty and students is a formal process and should be treated as such. In addition, email communication also serves as a permanent record. Keep that in mind before you send anything out over the net. It can leave either a positive or a negative impression. This is important regardless of whether we are concerned with the educational setting or the world of work. If you are unsure of the content of a communication, “sit on it” over night and then reread it before you send it. Better to wait than to regret your words later on.
 5. Response to email: Please allow 24-36 hours for a response. Sometimes I need to consult with others to provide an appropriate response; in others, I may not be available (conducting research, in the schools, in meetings, etc). In addition, please do not expect a timely response to email if it is sent between Thursday 4:30PM and Monday 10:00AM (e.g., over the weekend).

Additional Resources:

Accommodating Students with Disabilities

Please note that Montclair State University accommodates students with disabilities. For more information, go to: <http://www.montclair.edu/wellness/SSD/Index.html>

The Writing Center

MSU provides assistance to students who need help with their writing. Visit: http://english.montclair.edu/Programs2/FirstYear/Writing_center.htm .

ADP Center for Teacher Preparation & Learning Technologies

The first floor of University Hall houses the Curriculum Resource Collection , containing 10,000 curriculum guides, 400 videos, 200 software titles, sample tests, 100 journals and publications, and school publisher catalogs. The ADP Center staff also provides tutorials, training, one-on-one mentoring and monthly workshops for students and faculty interested in learning how to use technology as a teaching tool. (973) 655-5220.

Office of Information Technology Training & Technology Group now offers training events for students. They have designed several workshops that are specifically geared for students to assist you in your coursework: Introduction to Blackboard for Students • ePortfolio for Students • Web Design for Students • Secure File Storage for Students • Microsoft Office To sign up, go to: <http://oit.montclair.edu/trainingandevents.html>.

Schedule of Activities:

The Schedule of Activities (and relevant due dates) will be posted to Canvas by the third week of the semester. This will allow the learning community to come together and identify needs and mode of learning.