



Course Syllabus

EDUC 3100	Learning, Teaching and Assessment	SP 08
WEBG WH 324	Kit Schmiemeier schmieka@webster.edu 246-7700	3 Credit hours

COURSE DESCRIPTION:

1. This course connects the historical and philosophical foundations of education to theories of learning. Based on these theories, it develops principles of teaching and assessment common to all disciplines.

2. LEARNING OUTCOMES:

Learning Outcomes	SOE Goals, SOE Dispositions, and Standards Addressed
connect historical and philosophical movements in education	SoEd 1.1, 1.4 MoSTEP 2.4
describe the historical movements among minority populations	SoEd 4.1 MoSTEP 3.4
describe the interrelationship between teaching and learning in light of learning theory	SOE 1.4 MO-STEP 2.4
describe how learning is connected to students' prior experiences and family, culture, and community	SOE 3.2, 4.2 MO-STEP 3.4
evaluate classroom assessment procedures for consistency and soundness	SoEd: 2.4 MoSTEP 8.1,8.4
develop and interpret classroom assessment data	SoEd: 2.4 MoSTEP 8.1, 8.4
analyze and reflect on observed educational practice in the light of principles of learning	SOE 3.1, SOE Dispositions 1, 2, 3 MO-STEP 9.1

3. SCHEDULE OF REQUIRED READINGS, CLASS PREPARATIONS AND ASSIGNMENTS, LECTURES, DISCUSSIONS, STUDENT PRESENTATIONS, OUT-OF-CLASS ASSIGNMENTS AND EXAMS.

- Week 1:** **Class orientation and introductions**
Good Thinking: A model for assessment-based classroom design
ASSIGNMENT: Research a philosophical movement and collect data for a collaborative historical/philosophical timeline.
READINGS: As posted
- Week 2:** **Creation of a timeline connecting historical and philosophical movements.**
What neuroscientists are telling us about learning
ASSIGNMENT: Choose a theory of learning and trace its influence on classroom organization, management and curriculum. (DUE WEEK 9)
READINGS: As posted
- Week 3:** **How does learning theory impact teaching decisions?**
Learning theories: behaviorism
Theory, implications for the learner, classroom applications, assessment
ASSIGNMENT: Case study: using the theory-related questionnaire, interview a learner
READINGS: As posted
- Week 4:** **Learning theories: information processing and memory**
Theory, implications for the learner, classroom applications, assessment
ASSIGNMENT: Case study: using the theory-related questionnaire, interview a learner
READINGS: As posted
- Week 5:** **Learning theories: cognitivism**
Theory, implications for the learner, classroom applications, assessment
ASSIGNMENT: Case study: using the theory-related questionnaire, interview a learner
READINGS: As posted
- Week 6:** **Learning theories: constructivism and social constructivism**
Theory, implications for the learner, classroom applications, assessment
ASSIGNMENT: Case study: using the theory-related questionnaire, interview a learner

READINGS: As posted

Week 7: **Variables of Learning:**
Theory, implications for the learner, classroom applications, assessment
READINGS: As posted

Week 8: **Motivation**
Theory, implications for the learner, classroom application
ASSIGNMENT: Case study: using the theory-related questionnaires, interview a learner
Summary paper: Social Influences of Learning (DUE WEEK 10)
READINGS: As posted

Break week

Week 9: **Principles of Quality Assessment**
Quality controls in Assessment: Reliability and Validity
READ: Chapters 1, 2 Banks; Wiggins handout
ASSIGNMENT: Analyze 3 classroom assessments for consistency and soundness

Week 10: **Planning for Assessment: Taxonomies**
Issues in Assessment
READ: Chapters 2, 3, 4 Banks

Week 11: **Gathering and Making Sense of Assessment Data**
Informal Assessments and Assessment Tools
READ: Chapter 5 Banks; handouts
ASSIGNMENT: Given student learner objectives and products, develop a set of graphs showing assessment data and interpret those graphs, determining a follow-up strategy (DUE FOR PRESENTATION WEEK 16)

Week 12: **Test Construction**
READ: Chapters 6, 7 Banks

Week 13: **Performance Assessment**
Portfolio Assessment
READ: Chapter 8, Banks; Portfolio handouts
ASSIGNMENT: Construct an Assessment plan for a set of learner objectives

Week 14: **Documenting Assessment: Grades and Report Cards**
Standardized Assessments, MAP Testing
READ: Chapters 9, 10 Banks

Week 15: Special Considerations in Assessment: Assessing all students well
PEER REVIEW OF PRESENTATION MATERIAL
READ: Chapters 11, 13

Week 16: Presentations of Assessment Data

4. RESOURCES:

Classroom Assessment: Issues and Practices, Banks, Stephen
R., Pearson Education, Inc.

5. **EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)**

Assessments	Links to Course Outcomes	Points
Research a philosophical movement and collect data for a collaborative historical/philosophical timeline	connect historical and philosophical movements in education describe the historical movements among minority populations	20 points
Choose a theory of learning and trace its influence on classroom organization, management and curriculum.	describe the interrelationship between teaching and learning in light of learning theory	40 points
Case study: using the theory-related questionnaires, interview a learner	describe how learning is connected to students' prior experiences and family, culture, and community	20 points
Case study: Summary Paper: Social Influences of Learning	describe how learning is connected to students' prior experiences and family, culture, and community	20 points
Film Review: Analyze the video, determining the theories of learning underlying the actions of the teacher	analyze and reflect on observed educational practice in the light of principles of learning	10 points
Analysis of 3 Classroom Assessments for consistency and soundness	evaluate classroom assessment procedures for consistency and soundness	30 points
Construct an assessment plan for a set of learner objectives.	develop and interpret classroom assessment data	20 points
Given student learner objectives and products, develop a set of graphs showing assessment data and interpret those graphs, determining a follow-up strategy	develop and interpret classroom assessment data	40 points
		200 points total

6. GRADING SCALE :

A	200-186	A-	185-180
B+	179-176	B	175 - 166
B-	165-160	C+	159-156
C	155-146	C-	145-140
D+	139-136	D	135-126
D-	125-120	F	119 and below

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

7. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

8. ACCESSIBILITY/ACCOMODATIONS POLICY

If you have a disability, please see me as soon as possible to discuss your accommodation needs.

9. OTHER

Class participation is expected. Non-participation during class discussions and in small group activities will affect your participation grade. If you miss a class, you are responsible for contacting the instructor for a make-up assignment. No more than 2 make-up assignments will be available per student. Make-up assignments must be turned in within two weeks of the missed class.

Students who do not complete the requirements of the course must contact the instructor prior to the end of the course to complete an Incomplete Course form; otherwise, an F will be issued.

Assignments which are not handed in by the deadlines listed will be penalized for each class period they are late unless previous arrangements have been made with the instructor.

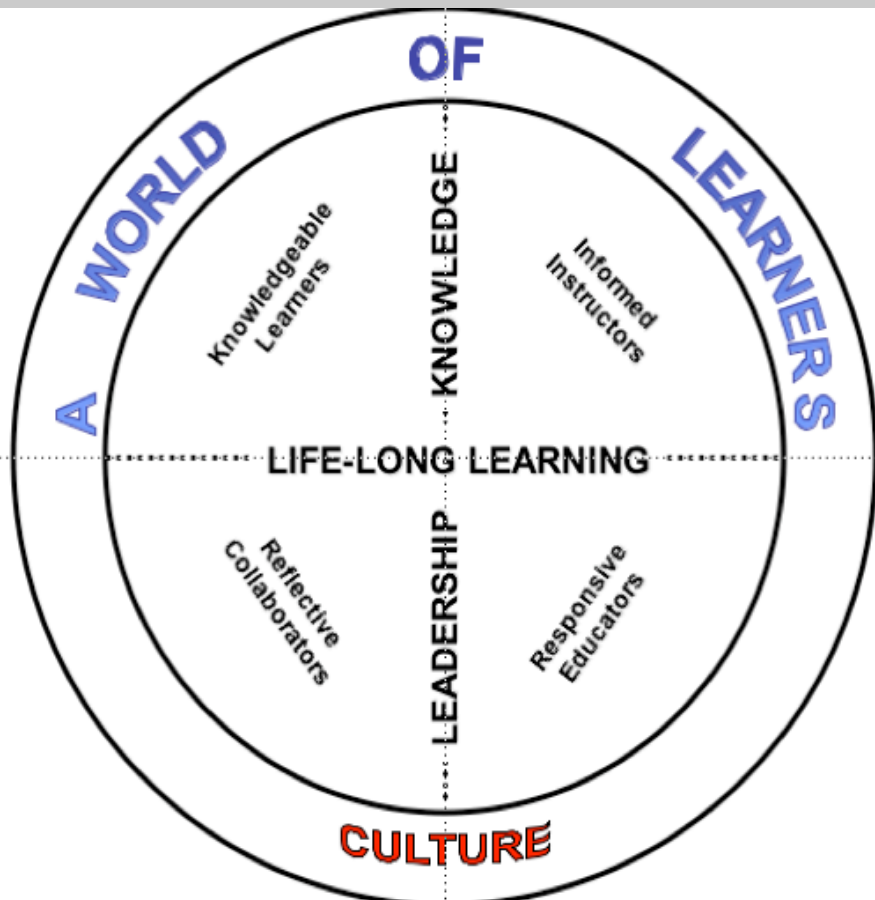
WEBSTER UNIVERSITY

SCHOOL OF EDUCATION

Vision: " . . . We all must work to make this world worthy of its children."
(Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The mandala is a universal design that represents meaning. It appears in children's early drawings in many cultures and seems a fitting symbol to represent the conceptual schema of the School of Education. The outer circle is the "world of learners" in cultural settings. Each quadrant represents one of the school's four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts.

SCHOOL OF EDUCATION GOALS

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.
The knowledgeable learner:
 - 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.

2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.
The informed instructor:
 - 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.

3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.
The reflective collaborator:
 - 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.

4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

Dispositions:

There are various definitions of dispositions. The dictionary suggests that dispositions are the combination of traits revealed by one's habitual ways of behaving or thinking. NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. " (Professional Standards, p. 53) Interpreting and assessing dispositions is often more intuitive than it is descriptive and measurable. Regardless of the difficulty of assessment, there is significant value in focusing attention on qualities that make an effective teacher.

Understands and Respects Self

- 1.1 Understands and respects that s (he) may be different from others
- 1.2 Embraces an openness to change (adaptability, flexibility)
- 1.3 Exhibits curiosity
- 1.4 Engages in reflection

2. Understands and Respects Others

- 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
- 2.2 Exhibits empathy
- 2.3 Commits to fairness and honesty
- 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities

- 3.1 Commits to professional behavior in university and school cultures
- 3.2 Practices informed decision-making in university and school cultures
- 3.3 Communicates and collaborates in university and school cultures
- 3.4 Accepts academic rigor (willingness to work/ high expectations)
- 3.5 Affects change with courage and confidence

Missouri Standards for Teacher Education Programs (MoSTEP)

MoSTEP Standards	Performance Indicators
<p>The pre-service teacher understands the central concepts, tools of inquiry and structure of the disciplines(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.</p>	<p>1.2 presents the subject matter in multiple ways 1.3 uses students' prior knowledge 1.4 engages students in the methods of inquiry used in the discipline 1.5 creates interdisciplinary learning</p>
<p>Standard 2. The pre-service teacher understands how student learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.</p>	<p>2.1 knows and identifies child / adolescent development 2.2 strengthens prior knowledge with new ideas 2.3 encourages student responsibility 2.4 knows theories of learning</p>
<p>Standard 3. The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p>	<p>3.1 identifies prior experience, learning styles, strengths, and needs 3.2 designs and implements individualized instruction based on prior experience, learning styles, strengths, and needs 3.3 knows when and how to access specialized services to meet students' needs 3.4 connects instruction to students' prior experiences and family, culture, and community</p>
<p>Standard 4. The pre-service teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.</p>	<p>4.1 selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired) 4.2 creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance. 4.3 evaluates plans relative to long and short-term goals and adjust them to meet student needs and to enhance learning</p>
<p>Standard 5. The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical thinking,</p>	<p>5.1 selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet</p>

MoSTEP Standards	Performance Indicators
<p>problem solving, and performance skills.</p>	<p>student needs 5.2 engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities</p>
<p>Standard 6. The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p>	<p>6.1 knows motivation theories and behavior management strategies and techniques 6.2 manages time, space, transitions, and activities effectively 6.3 engages students in decision making</p>
<p>Standard 7. The pre-service teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>	<p>7.1 models effective verbal/ non-verbal communication skills 7.2 demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences 7.3 supports and expands learner expression in speaking, writing, listening, and other media 7.4 uses a variety of media communication</p>
<p>Standard 8. The pre-service teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</p>	<p>8.1 employs a variety of formal and informal assessment techniques (e.g. observations, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standard tests) to enhance and monitor her or his knowledge of learning, to evaluate student progress and performance, and to modify instructional approaches and learning strategies 8.2 uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their learning behaviors, strengths, needs and progress, and to encourage them to set personal goals for learning 8.3 evaluates the effect of class activities on both individual and the class as a whole, collecting information through observation of classroom instructions, questioning,</p>

MoSTEP Standards	Performance Indicators
	<p>and analysis of student work</p> <p>8.4 maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to student, parents, and other colleagues</p>
<p>Standard 9. The pre-service teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.</p>	<p>9.1 applies a variety of self-assessment and problem-solving strategies reflecting on practice, their influences on students' growth and learning, and the complex interactions between them</p> <p>9.2 uses resources available for professional development</p> <p>9.3 practices professional ethical standards</p>
<p>Standard 10. The pre-service teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support learning and well-being.</p>	<p>10.1 participates in collegial activities designed to make the entire school a productive learning environment</p> <p>10.2 talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students' problems</p> <p>10.3 seeks opportunities to develop relationships with the parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and well-being</p> <p>10.4 identifies and uses the appropriate school personnel and community resources to help students reach their full potential</p>
<p>Standard 11. The pre-service teacher understands the theory and application of technology in educational settings and has technological skills to create meaningful learning opportunities for all students.</p>	<p>11.1 demonstrates continual growth in the uses and troubleshooting of current and emerging computer technologies to run software; to access, generate, and manipulate data; and to publish results.</p> <p>11.2 applies current research on teaching and learning with technology to plan and deliver developmentally appropriate learning opportunities that integrate a</p>

MoSTEP Standards	Performance Indicators
	<p>variety of software, applications, and learning tools (e.g., graphing calculators, languages translators, scientific probe-ware, musical composition software, electronic maps, etc.) to support the diverse needs of learners.</p> <p>11.3 identifies, locates, explores, and evaluates for accuracy and suitability, computer / technology resources including applications, tools, educational software, and associated documentations. Designs and utilizes technology-enhanced, learner-centered classroom strategies and activities (including teaming and / or small group collaboration) to address the diverse needs of students. Facilitates technology-enhanced learning experiences that develop students' higher-order thinking skills, creativity, and problem-solving skills; content standards; and student technology standards.</p> <p>11.4 uses technology resources in assessing student learning of subject matter using a variety of assessment techniques to collect and analyze data, to interpret results, and to communicate findings to improve instructional practice and maximize student learning (including the use of technology resources for learning, communication, and productivity).</p> <p>11.5 uses technology resources to engage in ongoing professional development and lifelong learning. Continually evaluates and reflects on professional practice to make informed decisions regarding the use of technology in support of student learning. Uses technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning and</p>

MoSTEP Standards	Performance Indicators
	to conduct research and to solve problems. 11.6 models and teaches legal and ethical practice related to technology, information, and software resources, as well as the safe and healthy use of technology resources. Applies technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities, including facilitating equitable access to technology resources for all students.

ASSIGNMENT: Research a philosophical movement and collect data for a collaborative historical/philosophical timeline

Research Team: _____

Historical/Philosophical Movement:

Write a short description of the movement you are covering:

Use research materials to collect the following information:

What time frame is associated with the movement? What else is going on this time frame that influences education?

What historical events and dates are important to the movement?

What names are important to the movement? What is the influence of these people?

ASSIGNMENT: Research a philosophical movement and collect data for a collaborative historical/philosophical timeline

Research Team: _____

Historical/Philosophical Movement:

Task	Target 5 points	Satisfactory 3 points	Inadequate 1 point
Description of the movement	Gives a clear description, listing characteristics that differentiate the movement	Gives a description that lacks specificity or fails to identify important characteristics of the movement	Gives a vague description that fails to show the unique characteristics of the movement
Determination and description of the time frame	Accurately identifies time frame; comprehensive description of societal events of the time frame influencing education	Accurately identifies time frame; vague description of societal events of the time frame influencing education	Inaccurate time frame and/or No description of societal events of the time frame influencing education
List of events and dates of the movement	Comprehensive list	Main dates and events only listed	Significant dates/events missing
List of persons and description of why each is important	List contains all names typically associated with the movement	List contains primary people typically associated with the movement, without extensive research	Significant people not listed

POINTS: ____/20

TASK: Chose a theory of learning and describe its influence on classroom organization, management and curriculum.

PURPOSE: The purpose of this assignment is to assess the student’s understanding of the role of beliefs about learning in determining the organization and operation of the classroom. Understanding that classrooms typically incorporate multiple learning theories, the student will use the lens of one theory from those studied to examine classroom elements that flow from or are consistent with the theory. The ultimate purpose is to make the student conscious of the choices made in organizing and implementing classroom procedures.

NOTE: The choice of learning theory for this assignment does not need to reflect your personal philosophy.

STEPS IN THE ASSIGNMENT:

- 1) Describe the learning theory, including a clear explanation of how learning occurs, the role of the teacher, and the role of the learner. Describe the maximum conditions for learning, according to the theory. Use appropriate references.
- 2) Describe the physical organization of the classroom (identifying a grade or grade range and a content, if appropriate) that is consistent with this theory of learning. Give a rationale for your choices that shows a clear connection to the theory of learning.
- 3) Describe the instruction that will take place in this classroom, including how time will be used, what model(s) of teaching will predominate, what assessment will document student learning. Give a rationale for your choices that shows a clear connection to the theory, especially how learning occurs, the role of the student and the role of the teacher.
- 4) Describe the management system in place in the classroom, clearly showing the connection to the theory of learning.

Be prepared to orally discuss the pros and cons of implementing this learning theory.

TASK: Chose a theory of learning and describe its influence on classroom organization, management and curriculum.

Steps	Target	Satisfactory	Unsatisfactory
Describe the learning theory, including a clear explanation of how learning occurs, the role of the teacher, and the role of the learner. Describe the maximum conditions for learning, according to the theory. Use appropriate references.	Clear description including all 3 parts. Includes maximum conditions. References more than	Somewhat clear description including all 3 parts. Conditions for learning are vague.	Description does not clearly explain all 3 parts. No conditions for learning. References are not included.

	text.	References text only.	
Describe the physical organization of the classroom (identifying a grade or grade range and a content, if appropriate) that is consistent with this theory of learning. Give a rationale for your choices that shows a clear connection to the theory of learning.	Clear description. Organization is consistent with learning theory. Rationale clearly shows Connection to theory.	Somewhat clear description. Organization is for the most part consistent with theory. Rationale explains connection to theory reasonably well.	Vague description. Organization inconsistent with theory. Rationale does not establish connection to theory.
Describe the instruction that will take place in this classroom, including how time will be used, what model(s) of teaching will predominate, what assessment will document student learning. Give a rationale for your choices that shows a clear connection to the theory, especially how learning occurs, the role of the student and the role of the teacher.	Detailed description of instruction and assessment. Clearly connected to theory.	Description that gives a general picture, without detail. Most elements consistent with theory.	Cursory description of instruction and assessment. Little or no connection to theory.
Describe the management system in place in the classroom, clearly showing the connection to the theory of learning.	Clear description. Connected to theory.	Fairly clear description. Somewhat connected to theory.	Vague description. Unconnected to theory.

Points _____/40

Film Review

TASK: : Analyze the video, determining the theories of learning underlying the actions of the teacher.

This assignment will be used either in-class or as a take-home. The film clip will be provided and a form will be developed to facilitate the assignment. Ten points will be given for timely completion of the assignment.

Case Study Interviews

TASK: Using the theory-related questionnaires, interview a learner, the same person for all 4 interviews. The learner can be a child or an adult. Interview questions, by theory, will be distributed in class. Each of the 4 interviews will be turned in with your Case Study Summary and will earn 5 points each of the 20 point assignment. Interviews may be hand-written.

Case Study Summary Paper: Social Influences of Learning

Purpose: The purpose of this paper is to use the experiences gathering data regarding the learning of one learner to reflect on the diversity and value of learner styles.

Task: This short paper focuses on what you have learned through your interviews of a learner. At best, it is an Aha! Paper, sharing insights that came as you collected data. At least, it is a summary, making sense of your interview data. Please attach your interviews to the summary.

To evaluate it, we turn to a reflection rubric, which you are asked to apply to your own work and which will be used by the instructor.

REFLECTION RUBRIC

Circle the examples that most sound like the ones in your summary.

5. Reflection related to theoretical and philosophical themes
 - Speaks to what might be without being burdened by what is.
"If this learner could have designed her own education, she would have created a setting unlike any school of today. "
 - Considers the ties between an idea and its history.
"This learner would have been very at home with Aristotle."
 - Weighs the influence of personal history in the analysis of concepts.
"How would the experiences of this person influence his learner style?"

4. Reflection of multiple perspectives
 - Considers the effect of role in forming beliefs.
"She says she would want to do away with all structure, but when she talks about her classroom, she sees a need for it."
 - Understands that educational practices impact individuals differently.
"Yes, but what about the kid who would rather work alone?"
 - Figures in the effects of bias in its many versions.

"This competitive system works for boys, but what about girls?"

- Explores alternatives to beliefs
"Although the person interviewed makes a good case for open education, I just do not accept the idea that..."
- Looks at the context of that being examined.
"Maybe if I were in that position, I might feel threatened too"

3. Detailed description plus personal opinion

- Relates to one's own experiences only
"I know that is true because once I..."
- States opinion without exploring alternatives
"I think the only way we can solve the problem with school achievement is..."

2. Detailed description

- Demonstrates a thorough understanding of the interviews.
"The person interviewed clearly prefers a cognitivist approach."
- Clearly and carefully states what one sees without reference to its meaning or implications.
"This person answered 40% of the questions with a strong preference for behaviorism."

1. Vague description

- Writes about the topic without reference to new understandings.
"I just have always felt that..."
- Uses findings to defend unexamined beliefs.
"Everyone who knows schools knows that..."
- Writes without thinking about how the content relates to one's belief system.
"This is the way it was done when I was in school, so this is the way I think it should be done."

Points ____/5 X 4 = ____/20

Analysis of 3 Classroom Assessments for Consistency and Soundness

Purpose: This assignment allows you to apply the principles of reliability and validity to 3 different kinds of classroom assessments.

Describe the assessment, stating the learner goals it addresses; then attach a copy of the assessment.

What evidence do you have that different scorers would get essentially the same scores on the assessment?

What evidence do you have that a child would tend to get the same feedback or evaluation if the assessment were readministered under similar conditions several days later?

Is the assessment long enough so that the final result is not highly influenced by a single error?

Is it possible for the student to guess?

Is the content of the assessment appropriate and sufficient to cover major concepts? Give evidence.

Is the content proportional, that is, is it represented in the right proportion? Give evidence.

Is there an obstacle to a child doing well on the assessment even though he knows the content? Give evidence.

Does this assessment reflect a way of assessing this skill or understanding that fits the understanding and is rigorous? Give evidence.

What does the assessment tell us about the learner? What does it imply about the learner's future, if anything?

Would you use this assessment?

How would you adapt it?

How could it be adapted for different learners?

Name:

Rubric for the Evaluation of the Assessment Analysis

Area Addressed	Outstanding	Proficient	Nearing Proficiency	Unsatisfactory
Completeness	Assignment addresses every question thoroughly	Assignment addresses most questions thoroughly, a few with less thoroughness	Assignment addresses some of the questions thoroughly	Assignment is incomplete.
Evidence	Assignment includes appropriate evidence for every item requiring it.	Assignment includes evidence for every item requiring it, with a few examples not supporting the statements.	Assignment includes evidence but either not for every item requiring it or not always appropriate.	Assignment lacks evidence.
Description	Description is accurate and thorough.			Description is not accurate or is not thorough.
Learner Goals	Learner goals are a fit to the assessment and are complete.	Learner goals are a fit to the assessment but miss a critical aspect of the assessment.	Learner goals miss a critical aspect of the assessment and include inappropriate goals.	Learner goals are not addressed.

Points ____/10

Constructing an Assessment Plan for a Set of Learner Objectives

Purpose: Teachers are not so much responsible for teaching as for facilitating student learning. Our job is a spiral, constantly assessing learning and planning new learning using this information.

1. Determine a unit content at a selected grade level.
2. Consult with the Missouri Show Me Standards and Grade Level Expectations to find objectives that fit your content. Be sure to choose objectives that will need multiple assessments.
3. Write a description of what the learner should know and be able to do after you have taught the unit developing the knowledge and skills address in those Standards or GLEs.
4. Write a set of learner objectives that outline the knowledge and skills that the learner will master in the unit.
5. List the Show Me Standards and/or GLEs that are to be addressed.
6. Design an assessment plan to determine to what degree the student has mastered the knowledge and skills. Use multiple assessments, including at least one performance assessment and at least one self-assessment. Describe each of the assignments or include the assignment, which ever is easier or more appropriate.

What you are doing is developing the objectives and the assessments for a unit. You are not required to construct the whole unit.

Name _____

Rubric for the Construction of an Assessment Plan

Areas Addressed	Outstanding 4 points	Proficient 3 points	Nearing proficiency 2 points	Unsatisfactory 1 point
Objectives reflect GLEs that match grade level and content and are written in specific, measurable terms.	Comprehensive, specific, measurable; Matched to grade level; include both content and process objectives.	Comprehensive, specific, measurable; Matched to grade level	Generally specific and measurable; matched to grade level; may not be completely comprehensive	Not comprehensive, specific, measurable
Description of what the learner should know and be able to do fits the objectives.	Clear comprehensive description; includes every objective	Clear, somewhat comprehensive description	Somewhat unclear or incomplete description	Unclear and Incomplete description
Show Me Standards and/or GLEs are appropriately identified	Both included and complete	One or the other included and complete	Either included, some non-critical elements missing	Critical elements missing
Assessment Plan contains multiple assessments which cover all the objectives..	Assessments are an excellent match to the objectives in content and form.	Assessments cover the content well, using assessments that fit the content	Assessments cover most of the content. Assessments for the most part are a good fit to what is being assessed.	Assessments do not cover all of the content. Assessments are not necessarily a good fit to what is being assessed.
Assessment Plan contains quality assessments	Assessments as described meet all the quality indicators	Assessments make a valiant attempt to meet quality indicators	Assessments meet few quality indicators	Assessments are not aligned to quality indicators

Points ____/20

Demonstration and Interpretation of Assessment Data

Given student learner objectives and products, develop a set of graphs showing assessment data and interpret those graphs, determining a follow-up strategy. Present this information to the class week 16.

Peer/Instructor Assessment of Presentation (20/20 points)

	Outstanding 4 points	Proficient 3 points	Nearing proficiency 2 points	Unsatisfactory 1 point
Clarity of presentation				
Presentation of data				
Accuracy of interpretation				
Appropriateness of follow-up strategy				
(determined by group)				