

P507 Assessment in Schools (Fully, Online, #6837, 3 credits)
Summer, 2017, First Six Week Term, May 9-June 16
Indiana University Learning Sciences
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This course help educators, faculty, administrators, and researchers understand and improve student assessment. It is relevant to K-12, higher education, and informal contexts. Personalized curricular aims are used to develop professional competencies in three modules: assessment *practices* (item formats), assessment *principles* (e.g., validity and bias), and assessment *policies* (e.g., standardization and evaluation).

Instructor

Daniel Hickey is a Professor and Program Coordinator with the Learning Sciences Program at Indiana University. He studies assessment, motivation, and accountability, mostly as they related to online learning and digital credentials, and mostly using newer sociocultural approaches to learning and cognition. He completed his doctorate in Psychology (Cognitive Studies) at Vanderbilt University and completed a two year postdoctoral fellowship at the Center for Performance Assessment at Educational Testing Service. He has taught this course dozens of times since around 2000. It has been extensively refined over the years to ensure mastery of educational assessment as efficiently as possible.

Course Content

The course is fully online. While there are no synchronous activity, there are regular wikifolio assignments that are completed twice a week. Students are expected to engage with peers and the instructor via threaded discussion that take place directly on completed student work.

You will first define a curricular aim that embodies your professional experience, interests, and aspirations. You will develop specific competencies and become proficient at productively discussing three aspects of assessment:

- **Assessment Practices.** You will learn to use the guidelines for creating common classroom assessment items and formats for an educational standard of your choosing.
- **Assessment Principles.** You will understand the principles of validity, reliability, and bias and be able to use them to enhance the summative and formative functions of your assessments.
- **Assessment Policies.** This concerns the policies around assessment and accountability, with a particular focus on what teachers, schools, and policy makers do with evidence of learning from assessments. You will understand these policies and learn how to use them to address everyday challenges of assessment practice. Reflecting current policy issues in the US and elsewhere, particular attention is directed at the use of assessment to evaluate instruction and teaching.

In each of these three areas, you will complete three or four “wikifolio” assignments and a brief quiz. The course is not a traditional "distance education" class. In addition to understanding these guidelines, concepts, and policies and using them in practice, you will be able to more deeply engage in professional

dialogue with other professionals about using and improving student assessment. There is a large emphasis on interacting with one another.

Textbook

The text will be ordered via IU's eText program, which will allow students to access the electronic version of the textbook for the lowest possible price. **Do not purchase the textbook on your own unless you want a print version. You will be charged \$27.63 on your bursars account for the text (rather than the publishers \$78.33 cost).**

Classroom Assessment: What Teachers Need to Know. James Popham, 8th Edition (2017). Pearson ISBN-9780134029498

Note that the text uses examples K-12 contexts and US schools. However, none of those elements will be on the exams and you will be personalizing the guidelines from this course for your own professional context. As such you can simply overlook the irrelevant content. If you are serious about becoming an assessment expert in a different context, you may wish to also purchase a text that uses examples from that context. Popham's (2010) [Everything School Leaders Need to Know](#) is good while Angelo and Cross's (1993) [Classroom Assessment Techniques: A Handbook for College Teachers](#) is very widely read.

Course Organization

The organization of this course is quite simple. While it will likely be different than other online courses, it is based on current Learning Sciences principles

- In the ungraded Assignment 0 will first define a *curricular aim* that reflects your work or interests in education or instruction.
- In each wikifolio assignment you will further refine your curricular aim and apply concepts from one or more textbook chapters to that curricular aim.
- At the end of each of the three course modules you will take a time-limited online quiz. The quizzes include challenging "best answer" items that can't be looked up in the time provided. **To maintain test security, item-level feedback is not provided.** While they are timed exams, students who draft, discuss and reflect on their wikifolios should do quite well on the exams.

Assignment Structure and Deadlines

The assignment structure and the wikifolios will be new to most of you. But they are really quite simple and will follow the same format for each assignment. In the full term you will complete one wikifolio each week, while in the short term course you will complete two wikifolios each week. The due dates are on the assignments in canvas

- Each assignment includes a brief video provided by the instructor and is organized around one or more chapters from the text. In the videos the instructors model the kind of contextual application to his own curricular aims that you are expected to carry out yourself.

- Each week you will reiterate your curricular aim and complete several activities that related to that curricular aim. The assignments involve relatively extensive writing but the writing itself is not formally graded.
- Each assignment includes an open ended self-assessment that you will use to see if you are ready to move on to the next assignment.
- Each wikifolio is completed by posting three brief reflections at the bottom. Three module quizzes assess the extent to which you have taken away enduring understanding of the key ideas. **The reflection is completed after the deadline for posting each assignment. The deadline for the reflection is the same as the deadline for posting the subsequent assignment.**
- The content of the wikifolios is not directly graded. Rather, you are awarded points for completing the draft wikifolio by the deadline and posting coherent reflections by the subsequent deadline. If you post both on time and the reflections are coherent you can expect full points.

In order to foster discussion and keep students from getting behind, the weekly or twice weekly deadline for posting your draft wikifolios is strictly enforced. You will lose one point per day each day you are late. If you have a documented excuse for being late, you must mail or email the documentation to the instructor, and the documentation must include a phone number which can be used for verification purposes.

Grading Policies

Credential students will be graded for completing 11 weekly wikifolios (5 points each or 55 points) and three module quizzes (15 points each). Points are assigned for wikifolios every week after the reflection deadline. Each wikifolio is worth five points but you must complete the reflection to get points for the wikifolio. Students should expect to get full points for their wikifolios. If your wikifolio and your reflection do not actually show evidence of the consequential, contextual, and/or collaborative engagement, you can lose those points (this happens most often for collaborative engagement). Grades are as follows 97 = A+, 93 = A, 90 = A-, 87 = B+, 83 = B, 80 = B-, etc.

Assignments

Except for the ungraded Assignment 0, wikifolio assignments are due on Sunday nights at midnight (full term) or on Friday and Tuesday (six week term).

MODULE ONE- ASSESSMENT PRACTICES	
1. Curricular Aim and Standard Selection	5
2. Selected-Response Formats	5
3. Constructed-Response Formats	5
4. Performance and Portfolio Assessment	5
Assessment Practices Quiz	15
MODULE TWO- ASSESSMENT PRINCIPLES	
5. Reliability and Bias	5
6. Validity	5

7. Formative Assessment	5
Assessment Principles Exam	15
MODULE THREE- ASSESSMENT POLICIES	
8. Standardized Testing	5
9. Test Preparation	5
10. Evaluation of Instruction and Teaching	5
11. Assessment-Based Grading	5
Assessment Policies Quiz	15
Total	100

Other Information

Networking Groups

Participants will be organized into professional networking groups based on their primary roles and academic domains. Participants will be organized into manageable sized groups and will be encouraged to interact with peers in their own group and other groups.

Netiquette Expectations

You will interact extensively with other students in this class. The goal is fostering engagement that is disciplinary (concerning educational assessment) and productive (connects knowledge with contextualized practice, asks questions, opens up issues, etc.). Your interaction with others is expect to be professional at all times. A central goal of this course is learning how to engage in networked interaction with others about the topics of the course. Learning to disagree professionally and productively is a central goal.

Technology Requirement

You need a computer with consistent access to the Internet. You may be able to watch the weekly videos on a phone or tablet, but the amount of writing involved will likely require a laptop at minimum. Most find that a desktop machine with a large enough screen to view multiple windows is helpful. You do not need a microphone or a webcam. The course instructor will not be able to assist you with your technology problems. Please contact UITS for support with issues related to technology at 812.855.6789.

Accessibility

If you need accommodations because of a disability, if you have emergency medical information to share with us, or if you need special arrangements in case the building must be evacuated, please inform me immediately. To request academic accommodations (for example, a note taker), students must register with Student Disability Services. This is the campus office responsible for reviewing documentation provided by students requesting academic accommodations, and for accommodations planning in cooperation with students and instructors, as needed and consistent with course requirements. Another

resource is IU Information and Technology Services Office. For information about the services rights of people with disabilities, please visit the following website <http://campuslife.indiana.edu/DSS/>.

Academic Honesty Statement

Academic honesty is expected. Any incident of academic dishonesty will be forwarded to the Dean of Students, as per IU policy, for disciplinary action. Academic dishonesty may affect both your grade in this course as well as your enrollment status in the University. If you have any questions about what constitutes academic dishonesty, you should seek clarification from the IU Code of Student Rights, Responsibility and Conduct (<http://campuslife.indiana.edu/Code/index.html>) as soon as possible.

Because most of the work completed in this course is public to all students in the course, it is certainly possible to cut and paste from peer work. This is typically quickly discovered by other students and can prove rather embarrassing; however an algorithm automatically compares new work with existing work and flags passages that contain too much existing text. **Borrow ideas but not text!** If you like what a classmate said then you should insert a link and/or quote them.

First Amendment Freedoms

It is the policy in this class to respect not only the right to religious expression, but also freedom of speech. You will not be penalized if your religious beliefs require you to be absent from class, submit an assignment late, or express a particular view. Be sure, however, that you notify us of these circumstances should they arise. In addition, you will not be graded based on your expressed political views, if you support your position with evidence, comply with evaluation criteria, and your comments do not express contempt for others in the classroom community (which would violate other university policies).

FERPA Statement

As an enrolled student, you are protected from having your graded work be seen by others and your privacy protected in general. *If you wish to not be identified by your real name, you are welcome to register for the course at the open site using a pseudonym.* However, you will be identified by name in the Canvas site set up for grading purposes. Additional information about your rights and privileges is presented at the permission page when you register for the course.