

Early Childhood/ Elementary Classroom Assessment

Required Text: Taylor, C.S. & Nolen, S. B. (2008). *Classroom Assessment - Supporting Teaching and Learning in Real Classrooms*. (2nd ed.) Upper Saddle River, NJ: Pearson Education, Inc.

Course Description: An overview of the knowledge, skills, and understanding of assessment issues related to students in both general and special education settings. The types and characteristics of developmentally appropriate assessments, both formal and informal, and the use of assessment to set instructional goals, monitor progress, and determine the effectiveness of instruction. (NJPST 6)

This is a **required course for students at Rutgers-Camden Masters of Arts in Teaching Program. The resources and assessments used in this class will prepare you to teach and assess children at the early childhood and elementary level.

ASSESSMENT COURSE GOALS AND OBJECTIVES

1. **Students will be empowered to make thoughtful, ethical, and reasonable decisions about classroom assessments and assessment practices.**
 - A. Students will learn how to ensure a direct relationship between essential learning objectives and classroom assessments.
 - B. Students will learn appropriate relationships between instruction and assessment.
 - C. Students will learn about appropriate and inappropriate uses of assessment information.
 - D. Students will learn how to use assessment tools and processes to:
 - - assess students' instructional needs
 - plan instructional activities
 - monitor instruction
 - evaluate the success of instruction
 - Students will learn how to develop effective and ethical grading policies.

2. **Students will be ethical, informed, and competent developers, users, and consumers of a variety of assessment tools.**
 - A. Students will learn how to develop a wide variety of assessment tools that can be used to provide valid assessments of your students' learning.
 - B. Students will learn how to make reliable judgments about your students' achievement.
 - C. Students will learn how to counteract bias in assessments.

- D. Students will learn how to create assessment tools that are fair to all students.
- E. Students will learn how assessment tools and processes can support or adversely affect your students' learning.
- F. Students will learn how to use feedback to support student learning and motivation.
- G. Students will learn how to adapt assessment tools to accommodate diverse student needs.
- H. Students will learn how to adjust assessment tools to be developmentally appropriate.

GRADES

*Students are expected to read all resources, participate in all class discussions, and complete all assignments as scheduled. If you are experiencing difficulty completing an assignment for any reason, you must contact me **BEFORE** the assignment is due.*

Evaluation of student progress will be ongoing and will be determined in the following manner:

Weekly Discussions	Minor Assignments	Case Study #1
15%	35%	25%

Grading Breakdown

A	B+	B	C+	C	F
100-90	89-86	85-80	79-76	74-70	69 -0

The assignments are all open as of the start of the semester, so you can plan ahead appropriately.

Recorded Response: Flip: Every week a discussion question will be posted correlating to the assigned reading. You will complete a recorded response to the question via Flip. You will post your responses weekly. You **must reply to two other** video posts from your classmates. This may be completed through a video reply or the typing comment option. **You must complete all 3 components** to receive full credit for the week.

Minor Assignments: There are a total of **6 minor assignments**. The assignments will include various activities, such as read/watch supplemental material and answer questions, research your own article/video, create a PowerPoint, and analyze fictitious children as case studies.

Case Studies: You will complete **two case studies** in this course. The first one will be a formal assessment that you will complete during the first half of the semester. This assessment will be learning based. The second half of the semester you will complete an informal assessment. This will be a behavior based project. Read the assignment directions fully. An example will also be provided. It is only an example. You are free to choose your student and specific assessment you would like to implement. No part of the example should be used in your own work.

Syllabus Disclaimer: This syllabus is a fluid document and may be amended as we go forward. You will be notified of all changes in advance.

Topics, Readings/Activities, & Due Dates

Topic	Reading/ Assignment
Welcome to class!	<ul style="list-style-type: none"> ▪ Recorded Response on Flip: Introduce yourself ▪ Review the syllabus on Canvas site ▪ Read Chapter 1
<p>**ZOOM SESSION**</p> <p>Introduction to Assessment</p>	<ul style="list-style-type: none"> ▪ Recorded Response on Flip for Chapter 1 ▪ Read Chapter 2
What is Worth Teaching and Assessing?	<ul style="list-style-type: none"> ▪ Recorded Response on Flip for Chapter 2 ▪ Read Chapter 3
Effects of Classroom-Based Assessments on Students	<ul style="list-style-type: none"> ▪ Recorded Response on Flip for Chapter 3 ▪ Read Chapter 4 ▪ Minor Assignment 1- RTI Video Response
<p>**ZOOM SESSION**</p>	<ul style="list-style-type: none"> ▪ Recorded Response on Flip for Chapter 4 ▪ Read Chapter 5 ▪ Minor Assignment 2- Formative Assessment

Assessment of Learning in Process	
Assessment of Valued Performance Assessment	<ul style="list-style-type: none"> Recorded Response on Flip for Chapter 5 Read Chapter 6
ZOOM SESSION Introduction to Classroom Testing	<ul style="list-style-type: none"> Recorded Response on Flip for Chapter 6 Read Chapter 7 Minor Assignment 3- Motivation & Feedback
Traditional Item Development	<ul style="list-style-type: none"> Recorded Response on Flip for Chapter 8 Read Chapter 9 Major Assignment Case Study #1- Formal Assessment
Performance Item Development	<ul style="list-style-type: none"> Recorded Response on Flip for Chapter 9 Read Chapter 10 Minor Assignment 4- Research an Assessment
ZOOM SESSION Grading and Grading Processes	<ul style="list-style-type: none"> Recorded Response on Flip for Chapter 10 Read Chapter 11 Minor Assignment 5- Defining Behavior
Communicating with Others About Student Learning	<ul style="list-style-type: none"> Recorded Response on Flip for Chapter 11 Read Chapter 12 Minor Assignment 6- Modifying Assessment Tool
Using Information From Standardized Tests	<ul style="list-style-type: none"> Major Assignment Case Study #2- Informal Assessment
Reflection	<ul style="list-style-type: none"> Recorded Response on Flip for Reflection of Semester

Communication Statement: The Rutgers University- Camden Masters of Arts in

Teaching Program seeks to prepare pre-service professionals who are proficient in both written and oral communication. Grades in our professional preparation courses will, therefore, reflect both mastery of content and the ability to convey the content in Standard English.

**** You should be aware that consideration related to mechanics of the written word such as spelling, grammar, and organization as well as style and usage will play a significant role in the determination of your grade on written assignments.**

Accommodations: Rutgers University welcomes students with disabilities into all of the university's educational programs. Students who have a diagnosed disability on file with the Office of Disability Services may be eligible for accommodations as specified by the University. Please contact the Office of Disability Services at 856-225-6442 if you need to begin the process of receiving accommodations. Students who do not have a letter of accommodations from the University will not be eligible to receive accommodations in this course.

Code of Student Conduct: Rutgers University-Camden, seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community and includes classroom space. As a student at the University you are expected to adhere to the Student Code of Conduct. To review the <https://deanofstudents.camden.rutgers.edu/student-conduct> **Links to an external site.**

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

CARES: Rutgers-Camden has a wide range of resources to help you stay on track both personally and academically. The Raptor Cares Report (<https://deanofstudents.camden.rutgers.edu/reporting> **Links to an external site.**) connects you to our Dean of Students Office and they can assist you with a variety of concerns: medical, financial, mental health, or any life issue which impacts your academic performance. You can share a concern for yourself, a classmate or a friend.

The Office of Military and Veterans Affairs can assist our military and veteran students with benefits, deployment issues and much more. Please contact Fred Davis (856)225-2791 frdavis@camden.rutgers.edu.

Plagiarism Statement: Please be aware of the content reflected in the following website: <http://deanofstudents.camden.rutgers.edu/academic> **Links to an external site.**