

THE UNIVERSITY OF BRITISH COLUMBIA
 Faculty of Education
 Department of Education and Counseling Psychology and Special Education

EPSE 310B: ASSESSMENT AND LEARNING IN THE CLASSROOM Sections 002 and 310

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<p>Course Meetings: January 3th–26th, 2018 Monday, Wednesday, Friday</p> <p>Lecture: 11:00-1:00 Scarfe, Room 100</p>	<p>Course Meetings: January 3th–26th, 2018 Monday, Wednesday, Friday</p> <p>Seminar: 2:00-4:00 Scarfe, Room 1328</p>

DESCRIPTION:

Welcome to EPSE 310! This course will introduce you to principles and practices for effective, high quality classroom assessment. The BIG IDEAS that you will learn in this course are:

1. Assessment is an integral part of teaching and learning (not an endpoint).
2. Assessment should help learners learn and teachers teach.
3. Quality assessment helps to motivate future learning.
4. Assessment is not only the purview of teachers but rather should be an inclusive process that includes self and peer assessment.

COURSE GOALS:

The overall goals of this course aim to support you to integrate sound classroom assessment practices into your planning and teaching so that you may successfully support your students’ learning both in your upcoming practicum and in your future teaching career. During this course you will be introduced to the following:

- Current trends in assessment and how this applies to teaching in BC
- How assessment, teaching, learning, and curriculum are linked (and how to link them)
- The different functions of assessment (e.g., assessment *as*, *of*, and *for* learning)
- Key principles of high quality assessments (i.e., validity, reliability, fairness)
- Approaches for creating a variety of formative and summative classroom assessments
- Assessment strategies appropriate for diverse learners and adapting assessments to fit the learner needs
- Context and issues with respect to grading and reporting (written/oral grading procedures, teacher conferences, etc.).

LEARNING OUTCOMES:

While all of the above stated goals are important and will be addressed during the course, the course assignments and activities will focus your learning on the following 5 outcomes:

- Learning outcome #1:
Analyze how your learning experiences, knowledge and values influence your assessment practices.
- Learning outcome #2:
Demonstrate working knowledge of the purposes, principles and practices of high quality classroom assessment.
- Learning outcome #3:
Apply key classroom assessment principles to create and utilize high quality assessment tools and strategies.
- Learning outcome #4:
Identify methods on how to adapt or include assessment practices that address the needs of the diverse learners in your classroom.
- Learning outcome #5:
Create and deliver high quality assessment reports to help both students and parents understand current learning as well as what to work towards for future learning.

ASSIGNMENTS/ACTIVITIES

Except for the preparatory class readings (and possibly some peer evaluations), all assignments for this course will be done during class time. For this reason, it is very important that you read the appropriate reading in advance of each class as well as attend both the lecture and the seminar so that you may successfully complete the course requirements.

1) Individual Readiness Assurance Technique (iRAT) (*Learning Outcomes #1, 2, 3, 4 and 5*) 2 marks each=16 total

Each class in this course has assigned reading/s that will contribute to your ability to learn the relevant content and help you participate in class. It is expected that you will read the required readings and be ready to complete an iRAT (individual Readiness Assurance Technique) during the lecture portion of the course. These will take place at the start of most lecture classes so be sure to show up on time.

2) Team Readiness Assurance Technique (tRAT) (*Learning Outcomes #1, 2, 3, 4 and 5*) 3 marks each=24 total

Once everyone has completed their iRAT you will get into your assigned groups to complete the same Readiness Assurance Technique but this time it will be done with your team. You will have some time to discuss and debate your answers before you will use your scratch card to indicate the group choice for answers. Before submitting your scratch card answers, please note on the back of the card any questions that your team is still unsure of, or would like more information about. Your team will also be allowed to submit an appeal (with defense) of any question/s that you would like to argue. These will be considered after class and you will be notified of the results by the next class meeting.

3) Team Based Extension Activities (*Learning Outcome focus differs for each activity, however all outcomes will be covered in the completion of these*) 5 marks each=40 total

In order to integrate the materials learned in the readings and during the lecture portion of the class, much of your seminar time will be spent working in your teams to put your learning into practice. These activities will focus on the content of the lecture and readings as applied within the context of secondary classrooms. These activities will be completed during class time and by the end of the activity time your team will both share your answers with your class and submit your worksheet (with answer/s and arguments as to why you chose these answer/s). The grades for your activities will be based both on your team answers and “arguments” (i.e. defense of the answers) as well as your contribution to the group as assessed by your peers.

Your work:

All Readiness Assurance Techniques as well as the Team Based Extension Activities will be done during class time. For this reason it is very important that you are present for both lectures and seminars and prepared for these by having the readings completed. You should come with an open mindset recognizing that working with other teachable subject areas can help learn the concepts in a deeper way, as well as possibly be useful in your future career.

During the seminar class, you will be given time to apply the concepts that you have just learned to your unit/lesson plans (i.e., your planning for learning). For this reason it is important that you have these easily accessible (either on your computer or in hard copy format) for all classes.

4) Peer Evaluations (*Learning outcome #4*). *One practice peer evaluation (worth 2 marks), three regular peer evaluations (worth 6 marks each –5 marks from peer assessments and 1 mark for quality of your evaluation completion and your self-evaluation) =20 total*

Peer evaluations form an integral part of EPSE 310B, both in terms of team process and course evaluation. You will be using the *iPeer* online software tool to facilitate the peer evaluation process but you are urged to consider this only a starting point (informal face-to-face peer assessment is encouraged throughout the course). However, unlike face-to-face peer assessment *iPeer* is anonymous and allows you to give both quantitative and qualitative feedback to your team mates.

The peer evaluations consider four criteria:

- **Lecture contributions:** to what degree did the teammate contribute to team quizzes, lecture-class group activity discussions, and other lecture portion-related tasks?
- **Seminar contributions:** to what degree did the teammate assume responsibility for their work and participate equitably in the seminar discussions, worksheet completion and application activities?
- **Communication:** to what degree did the teammate communicate effectively and constructively with other team members in both the lecture and seminar classes?
- **Professionalism:** to what degree did the teammate contribute to creating a positive and constructive team environment?

Each criterion is evaluated on a 5-point scale based on the following general guidelines:

0. **Unacceptable:** Did not contribute to the team and/or reduced the team’s ability to perform effectively
1. **Emerging:** Showed some effort to contribute, but created an impediment for the team to perform effectively

2. **Minimally acceptable:** Contributed well to the team well but created a distraction that reduced the team's performance
3. **Accomplished:** Contributed well to the team and helped to improve team performance in some way/s
4. **Exemplary:** Contributed well to the team and helped to improve team performance in some way/s and helped other teammates to also perform well

READINGS

All readings are available on Connect or online at: <http://bit.ly/2AJoyZl>

Your work:

It is expected that you will read the articles in advance of the class and be prepared to start each lecture class with iRAT. Please read the timetable carefully to be sure you read the correct article and the correct page numbers listed. The page numbers listed are the ones on the articles (NOT the ones on the pdf version—so please look on the article pages to make sure you are reading the correct information). You may find that many of these articles will be helpful in your teaching career, so you may want to download these for future reference.

RESPONSIBILITIES & POLICIES

Attendance, Participation & Assignments

Your attendance and active participation in all ESPE 310 classes is essential. Attendance will be noted in all classes (both seminar and large lecture), as you must be in attendance to complete the in-class activities and assignments. Please be sure you are on time for class and stay for the full class time. Please keep in mind that this is a professional program, and attendance is important just as it will be in your future educational workplaces. Please see the Attendance and Participation Policy at: <http://teach.educ.ubc.ca/students/attendance/>. If you are absent for any reason please notify your instructor as soon as you can and complete an absence report form. Forms (and attendance policy) can be found at: <http://teach.educ.ubc.ca/students/attendance/>.

Grading

This course is graded pass/fail using a criterion-referenced system. Explicit criteria will be given to you at the outset of each activity/assignment. The final grading scheme for the course will be dichotomous, meaning that your standing will be submitted in the UBC system as either Pass or Fail. The standard for a pass within the B.Ed. program is equivalent to at least a B+ (76%). You must pass all assignments at this level in order to pass the course. If you are concerned about passing the course, please discuss your concerns early with your instructor. In accordance with the UBC Academic Calendar and the Bachelor of Education Policies and Guidelines, you will be expected to demonstrate a high-level of achievement and revise any work that is not considered acceptable by the instructor and/or course coordinator.

<http://teach.educ.ubc.ca/students/policies-and-guides/teacher-education-program/>

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,202,320,160>

Additional Important Policies:

Please also be aware of the following UBC, ECPS, and Teacher Education Policies:

Academic Integrity

The integrity of academic work depends on the honesty of all those who work in this environment and the observance of accepted conventions concerning such practices as acknowledging the work of others. Plagiarism and other forms of academic misconduct are taken very seriously at UBC, whether committed by faculty, staff or students. You should be aware of sections of the University Calendar that address academic misconduct: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,286,0,0> and of the university's website on scholarly integrity: <http://help.library.ubc.ca/planning-your-research/academic-integrity-plagiarism/> If you have questions or concerns about any of these policies or conventions in relation to how they apply to the work you do in this course, please discuss them with us.

Statement of Respect and Inclusion

Education is a multidisciplinary field, which brings together faculty, teacher candidates and students from diverse academic and personal backgrounds, ways of learning, communicating and responding to assignments. This diversity is an intellectual asset that can benefit from common principles of critical thinking and academic guidelines in evaluation procedures across all Education courses. Instructors will adapt these general principles and guidelines where necessary in their own courses. Non-sexist, non-racist, non-homophobic, non-transphobic and non-heterosexist language is expected in Faculty of Education class discussions and course assignments.

The Faculty of Education is committed to creating a respectful workplace and learning environment that supports inclusion based on the principles of equity, diversity and social justice. Our Faculty's commitments and approach to ensuring these principles at the institutional level include progressive approaches to inclusive campus culture; equitable demographic composition; orienting new students, faculty, and staff to relevant policies and procedures; and a social justice perspective on learning, teaching and research in order to create an educational and employment environment that supports our community members' full participation. The Faculty of Education is committed to providing accessible, usable, and welcoming spaces for faculty, staff, students, and visitors with disabilities, members of racialized communities, indigenous people, trans, two-spirit and gender-diverse people, regardless of their age, sexual orientation, social status, religion, ethno- linguistic, nationality and citizenship status.

Faculty of Education courses occur in learning environments that are inclusive of gender identity, gender expression, sex, race, ethnicity, class, sexual orientation, ability, age, etc. Students, instructors, visitors and readings/media in Education courses may raise controversial issues. Learners and educators expect to be treated respectfully at all times and in all interactions. Disagreements can occur among course participants without being disagreeable and offensive.

Person First Language

Please incorporate and use person first language in your oral and written language. Disabilities and differences are not persons and they do not define persons, so do not replace person-nouns with disability-nouns. Avoid using: the behaviour kids, the schizophrenic, the hearing impaired. Also avoid using: the hearing impaired student, the dyslexic student, the developmentally disabled class. Instead, emphasize the person, not the disability, by putting the person-noun first: the student with dyslexia, the child with a hearing impairment, the teacher with a physical impairment.

Professional Conduct

Teacher candidates in the Faculty of Education are expected to adhere to principles of professional conduct while on campus and in schools. They are also expected to adhere to the policy of the university regarding respectful learning environments. Participants in this course are expected to demonstrate all of the qualities of professionalism, arriving at each class fully prepared, engaging actively in the teaching and learning process and interacting ethically with your peers and your instructor. Classes will be conducted within an atmosphere of respect, both for each other and for the ideas expressed by participants in class discussions and debates. Our responsibility in this class is to model professional conduct and to guide your understanding of professionalism when you are on campus, and when you are on practicum in schools. Please see UBC's statement on respectful environments: <http://www.hr.ubc.ca/respectful-environment/>

Students with Disabilities

If you have a letter from the office of Access and Diversity indicating that you have a disability that requires specific accommodation, please present the letter to your instructor so that we can discuss possible accommodation. To request academic accommodation due to a disability, first meet with an advisor in the Office of Access and Diversity to determine your eligible accommodations/services. Information can be found at: <https://students.ubc.ca/about-student-services/access-diversity>. Please keep your instructors and the Teacher Education office informed about requests for accommodation. We will respect the confidentiality of the information you share and work with you to meet your learning needs. We adhere to UBC Policy 73: Academic Accommodations for Students with Disabilities: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,34,0,0>

TIMETABLE

<p>Unit 1:</p> <p>Wednesday, January 3</p>	<p><u>Topic:</u> Overview of Classroom Assessment</p> <p><u>Guiding Questions:</u> What is involved in this course? What is classroom assessment? How do classroom assessment and teaching work together?</p> <p><u>Read for Today:</u> No Readings</p> <p>Activity/Assignment: Personal experiences with assessment/evaluation—what can we learn?</p>
<p>Unit 2:</p> <p>Friday, January 5</p>	<p><u>Topic:</u> Planning For Learning—Assessment Before Instruction</p> <p><u>Guiding Questions:</u> How can I plan for high quality classroom assessment? How can I plan assessment to deepen students understanding?</p> <p><u>Read for Today:</u> Required: McTighe, J. (2010). An introduction to understanding by design. (McTighe, J. (2010). Summary Notes is also available but is optional reading.)</p> <p>Supplemental*: Lutz, C. (1991). Bloom’s Taxonomy breakdown: Roles, process verbs and products from Bloom’s Taxonomy of the cognitive domain. Colony High School, Palmer, AK, 1-3. *Note: Please scan for general understanding and have available for use in class</p>

<p>Unit 3:</p> <p>Monday, January 8</p>	<p><u>Topic:</u> Key Classroom Assessment Principles</p> <p><u>Guiding Questions:</u> What key principles guide high quality assessment? How can I plan for high quality classroom assessment?</p> <p><u>Read for Today:</u> Western and Northern Canadian Protocol for Collaboration in Education. (2006). <i>Rethinking classroom assessment with purpose in mind</i>. NB: Can be found in French on the BC Ministry Website at: http://www.wncp.ca/english/subjectarea/classassessment.aspx Pages 5 (starting at “The Effects of Classroom Assessment on Learning”)-15 (stop after figure 2.1). *Reminder that the page numbers indicate the <u>article page numbers</u> (not the PDF page numbers).</p> <p>Assignment: Practice iPeer team evaluation (due by Tuesday midnight)</p>
<p>Unit 4:</p> <p>Wednesday, January 10</p>	<p><u>Topic:</u> Performance Assessments—Assessment During Instruction</p> <p><u>Guiding Questions:</u> How do I create effective performance assessments? How can observations, checklists, rating scales and rubrics be designed and utilized in a valid, reliable and fair manner? What is the relationship between rubrics and performance tasks?</p> <p><u>Read for Today:</u> Maxwell, G.S. (2001). Teacher observation in student assessment. <i>Queensland School Curriculum Council, Brisbane, Australia</i>. Pages 1-13.</p>
<p>Friday, January 12</p>	<p style="text-align: center;">NO EPSE 310 CLASS Pre-practicum Contact Day</p>

<p>Unit 5:</p> <p>Monday, January 15</p>	<p><u>Topic:</u> Assessments in the Hands of Students</p> <p><u>Guiding Questions:</u> What are the issues around self- and peer-assessments? How do you facilitate students to use them?</p> <p><u>Read for Today:</u> Required: Andrade, H. (2008). Self-assessment through rubrics. <i>Educational Leadership</i>, 65(4), 60-63.</p> <p>Supplemental: BC Ministry of Education (2017). Supporting the Self-Assessment and Reporting of Core Competencies) https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/supporting-self-assessment.pdf</p> <p>Assignment: iPeer team evaluation (due by midnight Tuesday evening)</p>
<p>Unit 6:</p> <p>Wednesday, January 17</p>	<p><u>Topic:</u> Creating Quality Tests—Supply Questions</p> <p><u>Guiding Questions:</u> How can I plan summative tests effectively? How do I create high quality measures of achievement?</p> <p><u>Read for Today:</u> Clay, B. (2001). Is this a trick question?: A short guide to writing effective test questions. Kansas Curriculum Center. Pages 3-12 (skim for general ideas) and 34-43 (skip “Read ‘Em and Weep” on page 39 and skip the tests on pages 35 and 40).</p>
<p>Friday, January 19</p>	<p>NO EPSE 310 CLASS Education Career Fair</p>

<p>Unit 7:</p> <p>Monday, January 22</p>	<p><u>Topic:</u> Creating Quality Tests—Selection Items</p> <p><u>Guiding Questions:</u> How do I create high quality measures of achievement? What do I need to know about standardized tests? How can I teach test taking skills?</p> <p><u>Read for Today:</u> Brame, C. (2013). Writing good multiple choice test questions. Retrieved from https://cft.vanderbilt.edu/guides-sub-pages/writing-good-multiple-choice-test-questions/</p> <p>Assignment: iPeer team evaluation (due by midnight Tuesday evening)</p>
<p>Unit 8:</p> <p>Wednesday, January 24</p>	<p><u>Topic:</u> Assessing in a Differentiated Classrooms</p> <p><u>Guiding Questions:</u> How can I assess fairly in a diverse classroom?</p> <p><u>Read for Today:</u> Tomlinson, C.A., Moon, T. & Imbeau, M.B. (2013). Assessment and Student Success in a Differentiated Classroom. VA: ASCD.</p>
<p>Unit 9:</p> <p>Friday, January 26</p>	<p><u>Topic:</u> Grading and Reporting Student Performance</p> <p><u>Guiding Questions:</u> How do I evaluate and report on student learning? How can I integrate assessment theory into the practice of the classroom? How do I grade for exceptional students?</p> <p><u>Read for Today:</u> O'Connor, K. (2010). Grades: When, why, what impact, and how? Education Canada, 50(2), 38-41.</p> <p>Langley Schools (2017). Communicating student learning: Creating effective report card comments. Pages 1-7. Retrieved from: https://instructionalservices.public.sd35.bc.ca/wp-content/uploads/sites/76/2017/04/Writing-Effective-Report-Card-Comments.pdf</p> <p>Optional Reading Resources: BC Ministry Documents on Reporting (a number of resources included)</p> <p>Tomlinson, C.A. (2005). Grading and differentiation: Paradox or good practice? <i>Theory Into Practice</i>, 44, 262-269.</p> <p>Assignment: iPeer team evaluation (due by midnight Saturday evening)</p>