



EPSE 310B: ASSESSMENT AND LEARNING IN THE CLASSROOM

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DESCRIPTION:

Welcome to EPSE 310! This course will introduce you to principles and practices for effective, high quality classroom assessment. This course takes the view that teaching, learning, assessment and curriculum are deeply intertwined. As such, it stands in contrast to 'assessment as testing' or 'assessment happens at the end of teaching' views.

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. During this course you will be introduced to the following:

- Current trends in assessment
- 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
- The nature, role, and construction of standardized assessments
- Assessment strategies appropriate for diverse learners, the role of other school professionals in assessment, and adapting assessments
- Context and issues with respect to grading and reporting (written/oral grading procedures, teacher conferences, etc.).
- And more!

LEARNING OUTCOMES:

While all of the above stated goals are important and will be addressed during the course, the course assignments will focus on 4 learning outcomes. The following learning objectives describe what you will be able to do for the activities and assignments during this course:

- Learning outcome #1:
Analyze how your learning experiences, knowledge and values influence your assessment practices
- Learning outcome #2:
Identify how the abilities, knowledge, experience and values of diverse learners in your class impact your assessment practices

- Learning outcome #3:
Demonstrate working knowledge of the purposes, principles and practices of high quality classroom assessment
- Learning outcome #4:
Apply key classroom assessment principles to create and utilize high quality assessment tools and strategies

RESPONSIBILITIES & POLICIES

Attendance, Participation & Assignments

Your attendance and active participation in all ESPE 310 classes is essential. Attendance will be recorded in each seminar class, as you must be there to complete the in-class case 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/attendance-and-participation-2015-16/>. 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. You must pass all assignments 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/bed-program-policies-guidelines/>

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

Electronic Devices

You will need a laptop or tablet to work on activities and assignments in class and to submit your work electronically for this course. Please speak to your instructor if you do not have a laptop or tablet. Please use electronic devices during class time strictly for activities related to course work, and turn off cell phones and other distractions during presentations and discussions. Let the instructor know if you need to leave your phone on for a particular reason.

Accommodations

In EPSE 310 we strive to support all students, including those with special learning needs. If you require accommodations to help you succeed in this course, please provide the letter from Access and Diversity Office early in the term. 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.students.ubc.ca/access/drc.cfm>.

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/files/UBC-Respectful-Environment-Statement.pdf>.

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://learningcommons.ubc.ca/resource-guides/avoiding-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.

Gender Inclusive Language

Please incorporate gender inclusive language in your oral and written language. This language positions women and men equally; it does not exclude one gender or the other, nor does it demean the status of one gender or another. It does not stereotype genders [assuming all childcare workers are female and all police officers are male], nor does it use false generics [using mankind instead of human kind, or using man-made instead of hand crafted]. In addition, this language requires gender balance in personal pronouns, for example, use "he and she" rather than "he" or balance gendered examples in a paper, referring to both male and female examples. You may also cast subjects in the plural form, for example, you can change when a "student raises his hand" to when "students raise their hands."

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 child, the developmentally disabled class. Instead, emphasize the person, not the disability, by putting the person-noun first: the student with dyslexia, the child with hearing impairment and the teacher with a physical impairment.

ASSIGNMENTS/ACTIVITIES

All assignments for this course will be done during class time. For this reason it is very important that you attend both the lecture and the seminar so that you may successfully complete the course requirements.

1) Peer and Self Assessment Activities (*Learning Outcomes #1, 2, 3 and 4*)

Each class that includes a case (or part of a case) will also include a peer assessment component. After working in a group you will complete an assessment for each of your group members and one for yourself. These assessments should help give you experience both designing and utilizing assessment forms, as well as help guide your work on future cases while learning the course materials.

2) Case Studies Assignments (*Learning Outcome focus differs for each case, however all outcomes will be covered in the 5 cases*)

In order to integrate the materials learned during the lecture portion of the class, most of your seminar time will be spent working in groups to put your learning into practice using case scenarios and questions. These cases will focus on the content of the lecture within the context of secondary classrooms. Efforts have been made to include a variety of cases that cover different teachable subject areas in as realistic format as possible. The point is for you to get a chance to see how you can implement your learning in your practicums and future careers.

TIMETABLE

<p>Topic: Overview of Classroom Assessment</p> <p>Guiding Questions: What is involved in this course? What is classroom assessment? How do classroom assessment and teaching work together?</p> <p>Activity/Assignment: Personal experiences with assessment/evaluation—what can we learn?</p>
<p>Topic: Key Classroom Assessment Principles</p> <p>Guiding Questions: What key principles guide high quality assessment?</p> <p>Activity/Assignment: Designing peer assessment <i>for learning (formative assessment)</i></p>

Topic: Planning Assessment

Guiding Questions:

How can I plan for high quality classroom assessment?
What do I have to know about my students before I teach?
What do I need to know about my students' learning?

Activity/Assignment:

Case 1a and use of class designed peer feedback forms

Topic: Diagnostic Assessments

Guiding Questions:

How can I assess during teaching to support learning?
How can I question and give feedback effectively?

Activity/Assignment:

Case 1b

Topic: Assessment During Instruction

Guiding Questions:

What are the issues around self- and peer-assessments?
How do you facilitate students to use them?

Activity/Assignment:

Case 2a

Topic: Performance Assessments

Guiding Questions:

How do I create effective performance assessments?
What is the relationship between rubrics and performance tasks?

Activity/Assignment:

Case 2b

Topic: Creating Quality Tests—Supply Questions

Guiding Questions:

How can I plan summative tests effectively?
How do I create high quality measures of achievement?

Activity/Assignment:

Case 3a

Topic: Creating Quality Tests—Selection Items

Guiding Questions:

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?

Activity/Assignment:

Case 3b

Topic: Assessing Exceptional Students In Differentiated Classrooms

Guiding Questions:

How can I assess fairly in a diverse classroom?

Activity/Assignment:

Case 4

Topic: Grading and Reporting Student Performance

Guiding Questions:

How do I evaluate and report on student learning?

Activity/Assignment:

Case 5a—Assessment and unit planning

Topic: Wrap-up

Guiding Questions:

How can I integrate assessment theory into the practice of the classroom?

Activity/Assignment:

Case 5b: Case 5a Round Robin