

## **MESA 1060 — Classroom Assessment**

Spring 2021

M/W 3:00-4:15pm

**Instructor:** Susan Lyons, Ph.D.

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**Office:** Zoom

**Office hours:** by appointment

### **Course Description**













This course explores theory and practice for classroom assessment in secondary education settings. There is an emphasis on assessment practices that are most useful for advancing student learning. Students will access online content modules, contribute to student-led discussions designed for sharing insights, probing thinking, and deepening understandings, meet in small groups with Dr. Lyons on campus, and collaborate with peers to develop original work. Course assessments, to be completed both in and outside of class, will provide opportunities for students to apply and extend their learning.

















### **Learning Objectives**






My goal is that students will walk away from this course understanding that good classroom assessment practice is really all about good teaching. More specifically, by the end of the semester, students will be able to:

- ✓ Explain how the latest science on learning informs classroom assessment practice.
- ✓ Set meaningful learning goals, articulate a progression of how student understanding will develop to reach those goals, and use that learning progression to plan formative and summative assessment opportunities.
- ✓ Implement a range of formative assessment practices in their own classrooms.
- ✓ Empower students as agents of their own learning through effective classroom assessment practice.
- ✓ Design authentic performance-based tasks to elicit rich evidence of student learning.
- ✓ Use student identity and culture as assets for engaging and meaningful classroom assessments.
- ✓ Develop high-quality rubrics.
- ✓ Critique existing systems of grading for communicating about learning.
- ✓ Meaningfully contribute to public discourse on classroom assessment.

### Course Schedule

| Module  | Date  | Type of Class      | Module Materials  | Assignment  |
|---|-------|--------------------|---|---|
| <b>Module 1:<br/>A Vision for<br/>Classroom<br/>Assessment</b>        | 02/01 | In-person meetings |  : Orientation to module<br> : NAEd Workshop on Educational Assessment (Shepard, 2018)                            |   |
|   | 02/03 | Online module      |  : Classroom Assessment to Support Teaching and Learning (Shepard, 2019)   |   |
|   | 02/08 | Class discussion   |   |   |
| <b>Module 2:<br/>How People<br/>Learn</b>                             | 02/10 | Online module      |  : Orientation to module<br> : Selection from <i>Knowing What Students Know</i> (National Research Council, 2001) |   |
|   | 02/15 | Class discussion   |  : Selection from <i>How People Learn II</i> (National Academies of Science, Engineering, and Medicine, 2018)  |   |
| <b>Module 3:<br/>Learning Goals<br/>and Learning<br/>Progressions</b> | 02/17 | Online module      |  : Orientation to module<br> : Understanding by Design (two videos) (Wiggins, 2012)                            |   |
|   | 02/22 | Group work session |  : Learning Progressions: Supporting Instruction and Formative Assessment (Heritage, 2008)   |   |
| <b>Module 4:<br/>Leveraging<br/>Prior<br/>Knowledge</b>               | 02/24 | Online module      |  : Orientation to module<br> : Turning the Lights On (Hockett & Doubet, 2014)                                 |   |
|   | 03/01 | Class discussion   |  : An Ecological View of Assessment for Learning (Cowie, Gerzon & Jones, 2020)   |   |
|   |       |                    |   | <b>Assignment<br/>1 Due<br/>Tuesday<br/>03/02</b> |

|   |                     |                    |  |   |
|---|---------------------|--------------------|--|---|
| <b>Module 5:<br/>Formative Assessment</b>                         | 03/04<br>(Thursday) | Online module      |  : Orientation to module<br> : Formative Assessment: What it is and what it's not (Wiliam, 2010)                   | <b>Assignment<br/>2 Due<br/>Tuesday<br/>03/30</b> |
|   | 03/08               | Class discussion   |  : Examining Formative Assessment (Wylie et al., 2012)  |   |
| <b>Module 6:<br/>The Role of the Learner</b>                      | 03/10               | Online module      |  : Orientation to module<br> : Student Role in Assessment for Learning (Heritage & Harrison, 2020)                 |   |
|   | 03/15               | Class discussion   |  : How Students Learn... to Learn (WestEd, 2016)<br> : Options for deeper dives: student agency and growth mindset |   |
| <b>Module 7:<br/>Performance-Based Assessment</b>                 | 03/17               | Online module      |  : Orientation to module  |   |
|   | 03/22               | Group work session |  : The Importance of Assessment in Inquiry-Based Approaches (Barron & Darling-Hammond, 2010)  |   |
|   | 03/24               | Class discussion   |  : Video collection of four example project-based learning experiences  |   |
| <b>Module 8:<br/>Supporting Identity and Equity in Assessment</b> | 03/29               | Online module      |  : Orientation to module  |   |
|   | 03/31               | Group work session |  : Moving Toward Culturally-Sustaining Classroom Assessment (Lyons, 2021)   |   |
|   | 04/05               | Class discussion   |  : How Teachers Can See Students' Identities as Learning Strengths (Schwartz, 2016)   |   |
| <b>Module 9:<br/>Rubrics</b>                                      | 04/07               | Online module      |  : Orientation to module  |   |
|   | 04/12               | In-person meetings |  : What are Rubrics and Why are They Important? (Brookhart, 2013)   |   |
|   | 04/14               | Group work session |  : Crafting Effective Rubrics: What Makes a Good Rubric (Andrade)   |   |

|   |       |                       |   |  |
|---|-------|-----------------------|---|--|
| Module 10:<br>Communicating<br>about Learning       | 04/19 | Online<br>Module      |  : Orientation to module<br> : Summative Assessment and Grading (Shepard et al., 2005)<br> : “Grading for Equity” podcast episode (Feldman & Anderson, 2019) | Assignment<br>3 Due<br>Tuesday<br>04/27  |
|   | 04/21 | Group work<br>session |   |  |
|   | 04/26 | Class<br>discussion   |   |  |
| Module 11:<br>Classroom<br>Assessment<br>Principles | 04/28 | Online<br>module      |  : Orientation to module<br> : Classroom Assessment Principles to Support Teaching and Learning (Shepard, Diaz-Bilello, Penuel & Marion, 2020)  | <i>Optional</i><br>Submit<br>draft of<br>final paper<br>for<br>feedback by<br>Tuesday<br>05/04 |
|   | 05/03 | Class<br>discussion   |   |  |
|   | 05/05 | In-person<br>meetings |   |  |
| FINAL PROJECTS & PAPERS DUE Wednesday 05/12         |       |                       |   |  |

### **Class Discussions**

Because much of the learning and meaning-making in this course will occur during the virtual class discussions and group work sessions, it is essential you are both present and engaged. Students are expected to have **fully and closely** read all of the required reading in advance of attending the virtual discussion sessions. Students will rely on their own notetaking and reflections from the course content and readings in order to meaningfully participate in the discussions about teaching, learning, and the role of assessment in effective classrooms.

Two times this semester, you and a classmate will be responsible for leading the class in a discussion of the content and readings. The purposes of the student-led discussions are to share reactions, challenge each other’s thinking, and create new understandings. You and your partner will be responsible for creating a discussion guide in advance of the meeting with a series of questions and plan for facilitation that generates productive discourse around the big ideas of the module content. A discussion guide will be due prior to the class discussion for review by Dr. Lyons.

### **In-Person Meetings**

While much of the course will take advantage of technology for delivering content, facilitating class discussions, and enabling extended pair/group work, there are three planned meetings for connecting in person. The meetings will be scheduled in groups of 2-4 students to meet together and with Dr. Lyons on the first day of class and twice more throughout the semester. As the first day of class approaches, Dr. Lyons will reach out to enrolled students to begin scheduling. Zoom meetings will be scheduled for any students who are unable to meet in person.

## **Assignments and Final Project**

You will work collaboratively with a partner throughout the semester to submit three assignments and a final project. Each submission will build on your prior work to produce an authentic, original product that you can take with you into your first years of teaching. Students will work in pairs throughout the semester to develop and refine a unit assessment plan that involves six primary components:

1. Determining your learning goals
2. Developing a learning progression
3. Planning a pre-assessment
4. Embedding formative assessment
5. Designing a summative performance task
6. Evaluating learning with a rubric

Feedback from me and also through peer- and self-assessment will be provided throughout the unit assessment plan development process. The final project will be to submit the full and final version of your unit assessment plan that reflects your deepening understandings of the course content and effectively incorporates that feedback you have received.

## **Final Paper**

For your final paper, you will be writing a blog post that reflects on one of the themes we grappled with this semester. You will have flexibility to discuss your personal perspective on the issue that most resonates with you. You can see selections of student blog posts from prior semesters published on the course blog: [mesa1060.blogspot.com](http://mesa1060.blogspot.com).

## **Academic Integrity**

The pursuit of knowledge can proceed only when scholars take responsibility and receive credit for their work. Recognition of individual contributions to knowledge and of the intellectual property of others builds trust within the University and encourages the sharing of ideas that is essential to scholarship. Similarly, the educational process requires that individuals present their own ideas and insights for evaluation, critique, and eventual reformulation. Presentation of others' work as one's own is not only intellectual dishonesty, but also undermines the scientific and educational processes. Plagiarism, that is, failure to properly acknowledge sources, written or electronic, used for verbatim quotations or ideas, is a violation of academic integrity. Each student is responsible for learning and using proper methods of paraphrasing and footnoting, quotation, and other forms of citation, to ensure that the original author, speaker, illustrator, or source of the material used is clearly acknowledged. See <http://www.bc.edu/schools/cas/polisci/integrity.html> for additional details about academic integrity.

### **Request for Accommodations**

If you have a disability and will be requesting accommodations for this course, please register with either Dr. Kathy Duggan (dugganka@bc.edu), Associate Director, Connors Family Learning Center (learning disabilities or AHD) or Dean Rory Stein, (rory.stein@bc.edu), Assistant Dean for students with disabilities, (all other disabilities). Additionally, please do not hesitate to reach out to me directly if there is anything I can do to support your learning this semester.

### **Course Rubrics**

| <b>Class Participation Rubric (20% of course grade)</b>   |  |   |
|---|--|---|
| <b>Not Yet Meeting Expectations<br/>(12/20pts)</b>  | <b>Approaching Expectations<br/>(16/20pts)</b>   | <b>Meeting Expectations<br/>(20/20pts)</b>  |
| Student infrequently attends or contributes to class discussions. Student may be unprepared to meaningfully discuss the course content. | Student attends class discussions and contributes to the class conversation. Student contributions may be infrequent or inconsistent. Contributions may reflect a superficial or limited understanding of the course content. Student contributions may be disconnected in that they do not relate to or build on what others have already said. | Student attends class discussions prepared to meaningfully contribute to the conversation. Student uses the opportunity of the class discussions to delve deeply into the ideas presented in that week's module. Student thoughtfully shares their responses to the discussion questions by reflecting on the readings and materials, their own experiences, and building on the responses of their peers. Student respectfully listens to and responds to the contributions of their peers in order to advance the class dialogue toward creating new understandings and insights from the course content. |

(Rubrics continue on next page)

| <b>Discussion Leader Rubric (20% of course grade)</b>  |   |  |
|--|---|--|
| <b>Not Yet Meeting Expectations<br/>(6/10pts)</b>  | <b>Approaching Expectations<br/>(8/10pts)</b>   | <b>Meeting Expectations<br/>(10/10pts)</b>   |
| Student is not able to effectively collaborate with partner to produce a well-planned discussion guide and facilitate a productive class discussion. | Student prepares and facilitates a class discussion with their partner. Student discussion guide may not be designed to elicit meaningful conversation relative to the big ideas of the module or student may not have fully prepared to facilitate a productive class discussion. Student may not have submitted discussion guide in time to receive feedback or may have trouble effectively incorporating instructor feedback. | Student effectively works with classmate to prepare and facilitate a meaningful class discussion. The discussion guide is well organized and is designed to effectively elicit thoughtful conversation about the main ideas presented in the module. Student is well-prepared to foster a deep discussion of ideas by having back-up or follow-up questions ready in the case of a lull or new direction in the conversation. When applicable, the student effectively leverages technology to encourage student engagement and advance student understanding related to the course content. |

| <b>Rubric for Three Class Assignments and Final Project (40% of course grade)</b>  |  |   |
|--|--|---|
| <b>Not Yet Meeting Expectations<br/>(6/10pts)</b>  | <b>Approaching Expectations<br/>(8/10pts)</b>  | <b>Meeting Expectations<br/>(10/10pts)</b>  |
| <p>Submitted work represents a fundamental departure from the expectations of this course. Work may be incomplete, students may have had difficulty collaborating, or the product may reflect a limited or superficial understanding of the course content presented in modules and class discussions thus far.</p> <p>Assignments do not account for the feedback provided on previous assignments. The product reflects little or no improvement in effort or advancement in thinking beyond what was presented in prior work.</p> | <p>Submitted work reflects a good faith effort on the part of the students to apply their learning in class to develop a novel product. The product may represent a developing understanding of the content presented in course modules and class discussions thus far. The product may need further thinking and refinement in order to be useful in settings outside the current course.</p> <p>Assignments attempt to integrate feedback but the same areas identified for improvement need continued work.</p> | <p>Submitted work is completed thoroughly and thoughtfully. Students successfully collaborate to produce a novel product that reflects the ideas presented in course modules and class discussions. Students integrate and extend their learning to develop a product that would be useful in settings outside of this course (e.g., in a secondary classroom).</p> <p>Assignments effectively integrate the feedback received from prior work and demonstrate a continued evolution and sophistication in understanding of the course content.</p> |

(Rubrics continue on next page)

| Rubric for Final Paper (20% of course grade)  |   |   |
|---|---|---|
| Not Yet Meeting Expectations<br>(12/20pts)  | Approaching Expectations<br>(16/20pts)  | Meeting Expectations<br>(20/20pts)  |
| The submitted blog post represents a fundamental departure from the expectations. Writing may be incomplete, disorganized, or reflect only a limited understanding of the course content. Sources do not provide effective support for the author's position. | The quality of the writing is not yet publishable in that the ideas may be underdeveloped or demonstrate a limited understanding of the topic. Writing may benefit from revision or restructuring to more clearly communicate the main ideas. Cliché or trite phrases may be interfering with the thoughtfulness of the intended message. Sources may be relevant but may not be coherently integrated into the writing as to convincingly support the author's position. | The submitted blog post is of publishable quality, or very close to publishable quality. The writing is thoughtful, clear, well-organized and demonstrates a deep understanding of one of the central themes addressed in this course. The blog post meaningfully contributes to public discourse on teaching and assessment. The post seamlessly includes references to relevant, credible citations that support the author's position on the chosen topic. |