Child Development and Assessment for Learning  
01.502(202)

This course provides an overview of adolescent development issues and classroom assessment practices. Adolescent development is examined through research into major theorists in developmental psychology: Piaget, Vygotsky, and Erikson and consideration of developmental contexts such as English language learners and adolescent health issues. Principles of measurement and evaluation are examined through a focus on classroom assessment surveying traditional and emerging practices. Students become acquainted with practical ideas and strategies for successfully incorporating assessment into their classroom teaching and with criteria for judging the validity and reliability of the various assessment techniques.

As a result of course work students will:
- understand adolescent development issues and their implications for effective teaching
- understand the range of assessment techniques that contribute to effective teaching
- select methods of assessment appropriate to the age, development, and characteristics of students
- match teaching objectives and content with relevant assessment approaches and instruments
- interpret and communicate assessment results accurately and ethically
- analyze personal values and beliefs as they influence teaching practices

The Graduate School of Education’s commitment to its guiding theme, “Education for Transformation” produces graduates who:
- demonstrate excellent knowledge, judgment and skill in their professional fields;
- promote equity of educational opportunity for all learners;
- collaborate with other educators, parents, and community representatives to support educational excellence;
- use inquiry and research to address educational challenges.

This course seeks to emulate and model these traits through class activities, carefully selected readings, and practical project assignments.

READING:
Association for Supervision and Curriculum Development (ASCD).
Alexandria, VA
Additional Articles and Handouts in Class. Online work and postings.
Child Development and Assessment for Learning
COURSE SESSIONS 01.502 (202)

#1 Week of Jan 25  Introduction
   Course Overview; Exploring and Defining Assessment
   Creating a “Writing Rubric”
   Human Development: Multiple Intelligences Theory

#2 Week of Feb 1  Lesson Planning and Assessment Objectives
   Read: Airasian, Ch 3
   Read: Educational Leadership Article #1
   In-class handouts: Lesson Planning
   Due: Article Two-Pager

#3 Week of Feb 8  Early Assessment: Learning About Your Students
   Read: Airasian, Ch 1 & 2 & pp 90-95
   Read: Educational Leadership Article #2
   In-class handouts: Questioning Strategies
   Case Study #1: Karen Lee ol Ch 5 (select two pager due)
   Bring Draft Lesson Plan to class

Week of Feb 15  NO CLASS SESSION

#4 Week of Feb 22  Assessment During Instruction
   Read: Airasian, Ch 4
   Read: Educational Leadership Article #3
   Case Study #2: Elizabeth Rhodes ol Ch 7 (select two pager due)
   Due: Lesson Plan Project (with 10 pre-scripted questions)

#5 Week of March 1  Classroom Test Construction
   Read: Airasian, Ch 6 & pp 179-183
   Case Study #3: Scott Donovan ol Ch 8 (select two pager due)
   In-class: MCAS Open Response Questions, Interpretive Exercises
   Due: Draft Test Items based on Airasian Chapters 1,2,3,5,7 (5 items)
   Draft Test Items based on your Unit Test (5 items)

#6 Week of March 8  Classroom Test Construction (cont)
   Read: Airasian, pp 123-135, pp 174-176
   Read: Educational Leadership Article #4
   Due: Draft Test Items (5) based on your Unit Test (2 MCAS Open Response Types, one Interpretive Exercise, and two Supply)
#7 Week of March 15  Performance Assessments
   Read: Airasian, Ch 8
   Read: Educational Leadership Article #5
   Mid-course assessment
   Due: Classroom Test Project

#8 Week of March 22  Performance Assessments (cont)
   Read: Educational Leadership Article #6
   In-class activity: Performance Assessment Handouts
   Due (select): Peer Teaching Session #1 “Piaget”
   Case Study #4: Chris’s Choice (handout in class)

#9 Week of March 29  Grading Students
   Read: Airasian, Ch 9
   Case Study #5: Leigh Scott ol Ch 9 (select two pager due)
   Due (select): Peer Teaching Session #2 “Vygotsky”
   Due: Performance Assessment Project

#10 Week of April 5  Grading Students (cont)
   Re-view Airasian, Ch 9 as needed
   Read: Educational Leadership Article #7
   In class: Open House Plan, Parent Conference Agenda.
   Due (select): Peer Teaching Session #3 “Erikson”

#11 Week of April 12
   Case Study #6: Sarah Hanover ol Ch 10 (select two pager due)
   In-class: special education issues
   Due: Course Overview and Grading Policy

Week of April 19  NO CLASS SESSION

#12 Week of April 26  Standardized Tests
   Read: Airasian, Ch 10
   Read: Educational Leadership Article #8
   Due (select): Peer Teaching Session #4 “ELL’s”

#13 Week of May 3  Technology and Assessment
   Read: Airasian, Ch 11
   Read: Educational Leadership Article #9
   Case Study #7: Steve’s Struggle handout (select two pager due)
   Due (select): Peer Teaching Session #5 “TBA”

#14 Wed May 14  Final Session
   End-term Review Activity (Airasian readings)
   Summary Discussion
   End-course Evaluations

UML online supplement website to course for resources and journal discussions:
http://continuinged.uml.edu/online
Textbook Publisher’s Website to retrieve Case Studies: http://www.mhhe.com/airasian5e
## Table of Assignments

**Spring, 2010**  
01.502 (202)

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<th>Session</th>
<th>Date</th>
<th>Airasian Chapter</th>
<th>Due for All: Core Assignments</th>
<th>Due (select): Peer Teaching Session</th>
<th>Due (select): Case Studies Two-pagers</th>
<th>Due (select): Articles One-pagers</th>
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# UNIVERSITY OF MASSACHUSETTS LOWELL
## GRADUATE SCHOOL OF EDUCATION
### ACADEMIC COURSE GRADES

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<th>Grade</th>
<th>Points</th>
<th>Description</th>
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<tr>
<td>A+</td>
<td>99-100</td>
<td>Work of the highest professional standard demonstrating independent and exemplary performance. Worthy of professional publication.</td>
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<tr>
<td>A</td>
<td>96-98</td>
<td>Excellent work demonstrating independent high quality performance</td>
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<tr>
<td>A-</td>
<td>90-95</td>
<td>Very good work indicating consistent and careful thought and attention to the task but requiring some areas of improvement</td>
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<tr>
<td>B+</td>
<td>85-89</td>
<td>Good work carefully executed for the most part yet requiring several areas of improvement</td>
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<tr>
<td>B</td>
<td>80-84</td>
<td>Work of graduate standard but omissions exist or careful analysis is not evident</td>
</tr>
<tr>
<td>B-</td>
<td>75-79</td>
<td>Effort is evident but work indicates lack of understanding of the demands of the task</td>
</tr>
<tr>
<td>C+</td>
<td>70-74</td>
<td>Poor quality work with little attention to detail and the demands of the task</td>
</tr>
<tr>
<td>C</td>
<td>65-69</td>
<td>Work of very poor quality indicating no understanding of the depth of analysis required</td>
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Note: Numerical points are used internally during the semester by the instructor but are not reported on official transcripts that include letter grades only. More than one excused absence will affect the final grade.

### GRADE WEIGHTING FOR THIS COURSE

- **5%** Two-page Paper: “Reach Them To Teach Them”
- **10%** Two-page Paper: “Case Study Analysis”
- **13%** Lesson Plan Assignment
- **15%** Paper-Pencil Test Project
- **15%** Performance Assessment Project
- **10%** Course Overview and Grading Policy
- **18%** Peer Teaching Session Project
- **14%** Class Preparation and Participation
  (Class preparation and participation, attendance and punctuality, Journal articles through online work and posts, etc)

*Assignment sheets and assessment lists for major assignments will be available on class website.*
Assignment: Journal Articles

During the semester we’ll be reading and reacting to selected articles in the journal, “Educational Leadership.” The articles tend to be short and reality based—many written by school leaders and teachers with coauthors who are university people or educational consultants.

“Educational Leadership” is the Journal of the Association for Supervision and Curriculum Development. This is one of the oldest and largest educational professional organizations in our country. Just about every principal I know is a member of this organization. Many school people regularly attend the ASCD annual convention or other professional institutes they sponsor on various topics across the country. With membership comes the subscription to their monthly journal, Educational Leadership. Most schools have copies of the journal available.

In selected weeks we’ll read assigned articles in particular issues and consider them “online” at the course website and refer to them in class. Selected students will write a one-page paper reacting to the article. These students will post their one-pagers online by Sunday evening and the rest of us will read and respond to stimulate thinking and launch deeper examination of the article.

The one-page reaction paper should be thoughtfully focused and address these questions:

1. For you, what was the most powerful idea(s) in the article (describe at least one; not more than 2)? Use brief quote(s) from the article to clearly identify the idea.
2. How do these ideas currently apply to your specific work or school (or your future teaching)? Describe an example of how you see them applying: a person, a program, an event, an anecdote, an assignment, a teaching strategy, an opportunity?
3. What question(s) do you have for the author?

Our purpose here is to expand our bank of ideas, concepts, and aspirations about our “teaching” and examine these in a context of “real life” applications.
Accessing “Educational Leadership”

You can access (as a registered student) the “Educational Leadership” journal through the UMass Lowell Library online to read and print the different articles. Here’s how you do it.

1. Go to our home page  www.uml.edu
2. Click on “Libraries” in the top horizontal menu bar
3. In the Libraries page, click on “Off campus users start here” if you are not on campus and follow directions to “enter user name and password”
   User name= your UML email address
   Password= your UML email password
5. Once on the library home page, click on “articles” in left menu column
6. Then click on “e journals”
7. Then go upper right to find (search). Enter “Educational Leadership”
8. Then see “Educational Leadership, Journal of the Association for Supervision and Curriculum Development” and select “Academic Search Premier 1974-present”
9. Then click on the appropriate year and finally select the monthly journal you need (eg April, 2005)
10. There you have it. You may be able to discover a shortcut but this is the path I take.

Selected Articles from the Journal “Educational Leadership”
Journal of the Association for Supervision and Curriculum Development (ASCD)

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<th>Article Title</th>
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<td>Strategies That Close The Gap</td>
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Assignment: Case Study Analysis

Background:

Case Study Analysis is an educational tool that aims to simulate “real-life” situations and dilemmas faced by practitioners. Thus, cases bring into the university classroom the situational decision making and problem solving required of teachers in actual school environments.

During this semester we will all read seven “Case Studies” (from the Airasian website or handouts) in which teachers deal with difficult issues and challenges. Each of these cases reads like a story and leaves the main character (and us) at the end of the story facing a dilemma and decision point. Thus it invites us to explore “real life” teaching situations. So, you will need to put yourself into the story as though you are the main character and try to make sense of it.

We will discuss these case studies in class and for each time we do, selected class members will be assigned to write a two-page, “Case Analysis.” We will use these two-pagers in class to “launch” the discussion and they will be submitted to the instructor. So, everyone reads all the cases and prepares to discuss them. But, you will be asked to write only one two-pager on one of the cases during the semester.

Procedure:

Write a two-page “Case Study Analysis” (two pages, typed, double-spaced, font 12) to be presented in class and then submitted to the instructor (stick to the two-page guideline).

Give your two-page Case Analysis a “title.” In your two-page “Case Analysis” you should address the following questions:

1. What do you see as the central issue (from your perspective) that is driving the situation; also describe any additional satellite issues?
2. What are some specific, plausible options for action (and possible implications) the main character in the case might take in the situation as described as the story closes?
3. What is “your decision?” Describe what you would do if you were the main character in the situation at the close of the case.
4. If you could rewrite this case story, what would you have the main character do differently and why?
5. What themes from this story relate to your experiences as a teacher or student?

Balance your response to address all five questions. Write with care attending to the MCAS Writing Rubric Criteria: Topic Development, Organization, Details, Language/Style, Sentences/usage/mechanics.