EPOL 534: Assessment for Learning
Spring A 2024

INSTRUCTORS AND TEACHING ASSISTANTS
Instructor: Dr. Bill Cope; billcope@illinois.edu
Teaching Assistants:
Stuart Mattingly; stuartm3@illinois.edu
Akash Saini; aksaini2@illinois.edu

COURSE SCHEDULE AND OFFICE HOURS
Synchronous Session: Mondays 6:30-7:30 pm US Central time.
Zoom link: https://illinois.zoom.us/j/86589469346
Meeting ID: 865 8946 9346   Passcode: 535
Find your local number: https://illinois.zoom.us/u/kj3FuRX4s

Office Hours: 5:30-6:30 pm US Central time (same Zoom link as above)

COURSE DESCRIPTION
For several decades now, assessment has become an increasingly pressing educational priority. Teacher and school accountability systems have come to be based on analysis of large-scale, standardized summative assessments. As a consequence, assessment now dominates most conversations about reform, particularly as a measure of teacher and school accountability for learner performance. Behind the often heated and at times ideologically gridlocked debate is a genuine challenge to address gaps in achievement between different demographically identifiable groups of students. There is an urgent need to lift whole communities and cohorts of students out of cycles of underachievement. For better or for worse, testing and public reporting of achievement is seen to be one of the few tools capable of clearly informing public policy makers and communities alike about how their resources are being used to expand the life opportunities. This course is an overview of current debates about testing, and analyses the strengths and weaknesses of a variety of approaches to assessment. The course also focuses on the use of assessment technologies in learning. It will explore recent advances in computer adaptive and diagnostic testing, the use of natural language processing technologies in assessments, and embedded formative assessments in digital and online curricula. Other topics include the use of data mining and learning analytics in learning management systems and educational technology platforms. Participants will be required to consider issues of data access, privacy and the challenges raised by 'big data' including data persistency and student profiling. The course also addresses processes of educational evaluation.

SYLLABUS AND COURSE MATERIAL
All course materials, including instructor videos and assignment details can be found within the *CGScholar platform,* both through the course learning module and the term-specific community. The interactive syllabus can be found on the LDL program website: https://ldlprogram.web.illinois.edu. *PDF versions of the website are included on the following pages.*

Course Community link *(View course content as individual posts and submit work)*
Learning Module link *(See all course content on a single page)*
Oral/Video Presentation Sign-up Sheet
Work Type Sign-Up Sheet
Update 5: The Canvas of Feedback
Update 6: Peer Collaboration, Self-Reflection, and AI Review

TERM SCHEDULE AND ADMIN UPDATE TOPICS

Week #	Week Start and Synchronous Session	Week End (and typically due date by 11 p.m. CT)	Course Topic(s)
Pre-Week 1	N/A	*January 16th*	0. New LDL Course Participant Onboarding, if applicable
Week 1	January 16th **No Synchronous Session**	January 21st	1A. Intelligence Tests: The First Modern Assessments 1B: Recent Publications by Cope and Kalantzis
Week 2	January 22nd	January 28th	2. Select and Supply Response Assessments
Midweek 2		January 31st	
Week 3	January 29th	February 4th	3. Standards-Based and Alternative Practices of Assessment
Week 4	February 5th	February 11th	4. New Opportunities for Assessment in the Digital Age
Midweek 5		February 14th	
Week 5	February 12th	November 19th	5. Learning Analytics: A Case Study of CGScholar
Week 6	February 19th	February 25th	6. Educational Data Mining - Luc Paquette
Week 7	February 26th	March 3rd	7. Educational Evaluation - Jennifer Greene
Week 8	March 4th	March 13th	All Work Due in order to receive a final grade by the deadline