



ArmchairEd  
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**Overview:**

ArmchairEd.com currently provides continuing education to educators, using Educational Leadership magazine and premiere published books on cutting-edge educational themes and topics. The program has been operating since Fall, 2000, and has provided continuing education to hundreds of educators.

**Course Goals and Objectives:**

As a result of these courses, the student will be able to:

1. Stay current on educational themes and topics pertinent to teaching and education
2. Identify current research in education
3. Apply this knowledge to the student's current educational position

The following published book is currently being used as a text for the ArmchairEd course:

**Classroom Assessment: Principles and Practice that Enhance Student Learning and Motivation, Seventh edition.** McMillan, J.H. (2018).

Drawing on recent research and new directions in the field, this concise, engaging course shows teachers how to use classroom assessment effectively for improving student learning and motivation. Key strategies and techniques are demonstrated through practical, realistic examples, suggestions, and case studies. The course emphasizes formative assessment and includes more in-depth coverage of self-assessment, the impact of standards-based accountability testing, 21st century knowledge, dispositions and skills, technology-enhanced items, and assessment of culturally diverse students. The course covers actual teachers' thinking about classroom assessment, introductory case studies, chapter concept maps, new figures, suggestions for action research, self-instructional review exercises, and links to digital resources

**Credit Options:**

- ❖ The course will be offered for five credits, based on the length and substance of the book, and related activities. The five-credit course will include 50 multiple-choice questions and three required essays.



### **Grading Rubric:**

Pass/Fail: Coursework must be passed with 70% criterion.

Letter Grade: 90%: A grade

80% B grade

70% C grade

Multiple Choice Test: 25% of overall grade

### **Three Essays Required (Option 5 Required)**

#### **Essay Options:**

**Option 1:** Look at Figure 1.4 in the text, p. 23. How trendy are you? How many of the recent trends (right column) in assessment are you using consistently in your classroom? Talk about the ones that seem the most important to you. Give some examples of how and why you use them. How long have these been part of your classroom assessment? Look at the column on the left. Are you still doing any of those things? When? Why? Make one change from the text and reflect upon it in your essay.

**Option 2:** Review Chapter 8, which begins on p. 215 in the text. Create a selected-response assessment for a unit that you regularly teach. Include examples of multiple choice, binary-choice and matching items in the assessment. The assessment itself is part of the essay, with an introduction talking about the unit, and a summary of the experience of creating the assessment following suggestions in the text.

**Option 3:** Review Chapter 10, p. 266 in the text. Create a performance assessment for a unit that you regularly teach. The assessment itself will be part of the essay with introduction and summary describing the selection of tasks and how you expect your students to demonstrate their learning in this way.

**Option 4:** At the end of every chapter, you will find suggestions for Action Research. Choose a chapter that was particularly interesting to you. Choose one or more of the suggestions. Report on your Action Research in your essay.

**Required Option 5:** Create your own demonstration of the learning you take from this text. Identify your topic and describe it in an introductory paragraph. You may choose from the list below or develop your own.

Extended learning, including research and developed activities

Create forms or systems for use in your classroom including assessment tools

Plan an 'event', meeting or other pertinent program and report/reflect on it

You may combine any of these or develop your own. You may e-mail [info@armchaired.com](mailto:info@armchaired.com) if you desire specific permission for your topic. The essay must demonstrate knowledge of the course and text, and direct application to your own educational position.

You must provide a task-analyzed time documentation chart for your action research and essay.



### **Essay scoring rubric:**

#### Three essays required

Two essays, four to five pages per essay, each 30% of grade

One essay, two to three pages, 15% of grade

Single spaced, 10 to 12 size font

Use of introduction and summary statement (even when a unit is developed)

Demonstration of grammar, spelling and writing skill

Demonstration of applied knowledge

- **You must download the coursework before starting this course.**
- **All essays must be fully completed and the rubric followed to receive a grade. Essays not completed to required length will not be processed and revisions will be required.**
- **Submit all coursework together.**