

Menu of Options for Activities/Projects (Among Many Others)

Experiences

Talk with teachers (e.g., classroom assessment, perceptions of standardized tests)
Talk with administrators (e.g., use and choice of standardized tests)
Talk with assessment researchers in UD or the state (e.g., current state initiatives)
Discuss issues with UD professors (e.g., Dr. Gottfredson, methods instructors, Director of School of Education, R&D Center researchers)
Email or phone experts (e.g., conference call with Julian Stanley on assessment and placement of the highly gifted)
Bring in/interview experts/teachers/administrators you know
Make presentations to class (or each other)
Stage debates in class
Follow news coverage of assessment (e.g., Bush's bill, cheating scandals, politics of Assessment)
Perform item analyses on our class's tests
Survey some relevant population (including fellow UD students) on a relevant topic
Other

Topics (One or a few in depth, or a series of shorter and more diverse activities)

Any current class topic, in more depth
Issues in the news, in your state, in Delaware, nation, e.g., see issues at the following UD School of Education Centers—especially the first.
1. Research and development <http://www.rdc.udel.edu/>
2. Teacher Education Center <http://www.udel.edu/dcte/teachers.html>
Assessments for exceptional students (learning disabled, gifted, physically handicapped, ADHD, etc.)—this is not now covered in the course, but many regular classroom teachers will have such children in their classes
Assessment functions of school psychologists, how affect teachers, etc.
Standards-based curriculum movement, and other trends in assessment (and the science or politics behind them)
Promise and reality of performance-based assessment (including portfolios)
Politics of testing in general (and how it affects teachers, reflects distinctly American views toward social equality, or is now a national issue, etc.)
International comparisons
Assessment of teachers and teacher candidates (certification exams, performance Reviews, portfolios for master teacher status)—procedures, politics, etc.
Teacher unions' stances toward assessing teacher performance and performance-based pay
Research evidence on effects (good and bad) of different types of assessments
Technical advances in assessment (computer adapted testing, etc.)
Tricks of the trade in bringing up test scores without bringing up achievement
What's the reality of assessment once out in the classroom?
Particular tests and the uses/controversies with them: SAT, TIMSS (see entry in R&D Center's webpage), NAEP, your state's/district's tests
Other

Questions to consider

What are you truly interested in learning and doing?

What is feasible?

What is an Honors experience?