

**EDCO 605: Educational
Assessment
3 Credit Hours**

Catalog Description:

An introductory course in the assessment and research procedures commonly used in the field of education. Various classroom assessment techniques and appropriate use to meet the diverse needs of all learners are explored. Skills in data-based decision-making are identified and utilized by course participants. Principles of Universal Design for Learning are applied to the design and implementation of assessment.

Required Texts and Materials:

1. Popham, W. J. (2018). *Assessment literacy for educators in a hurry*. Alexandria, VA: ASCD.
2. Tomlinson, C. A., & Moon, T.R. (2013). *Assessment and student success in a differentiated classroom*. Alexandria, VA: ASCD.
3. **Via Account (formerly LiveText):** This course uses *Via* as part of program and college efforts to ensure students and programs meet expectations of accrediting bodies. *Via* includes options for students to also create electronic showcases of work that can be shared with potential employers. Students typically purchase *Via* through a course fee in early coursework (typically EDCO601). In situations where a student has not purchased *Via* through a designated course fee, we can individually charge a student account. After add/drop each term, *Via* staff at Winthrop contact students who will be charged. If you receive this email please review it completely and respond as appropriate. Students purchasing *Via* access this semester through a course fee will not be provided with access until after the add/drop period.
4. **Curriculum Standards:** A copy of the South Carolina standards for your content area. Available online at <https://ed.sc.gov/instruction/standards-learning/>
5. **Required Additional Readings:**
Additional readings assigned during the course will be made available in BlackBoard.

Unit Standards and Course Goals:

COE Unit Standards

The goals of EDUC605 are compatible with the mission statement and [Initial Teacher Preparation Unit Standards Framework](#) adopted by the College of Education and target the following unit standard:

The teacher candidate designs, selects, and implements multiple assessments and systematically uses data to make instructional decisions that support, monitor, and promote learning.

Elements:

1. The teacher candidate designs, selects, and implements valid, reliable, and appropriately differentiated assessments that are aligned with short and long term goals.
2. The teacher candidate uses data from a variety of formative, diagnostic, and summative assessments to guide instruction, determine impact on learning, differentiate instruction, and accommodate diverse learners.
3. The teacher candidate effectively and ethically communicates assessment information to learners, parents, guardians, colleagues, and administrators.

Standard 7: Professional Learning and Ethical Practice

The teacher candidate participates in ongoing professional learning and critical reflection, upholds ethical and legal standards, and articulates the impact of social, legal, and political contexts on American schooling.

1. The teacher candidate engages in professional learning opportunities and draws upon current education research and policy to reflect upon and improve practice.
2. The teacher candidate meets expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy, and carries out practice in ways that uphold the rights and responsibilities of teachers and learners.
3. The teacher candidate articulates the impact of social, legal, and political contexts on American schooling, both in the larger context of a democratic society and within the discipline.

Connection to Education Core (EDCO) Themes:

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| Differentiation | This course examines the Universal Design for Learning framework, which establishes the foundation for effective differentiation. Students will examine assessment concepts and applications through the lens of multiple means of representation, action/expression, and engagement. |
| Assessment | This course is foundational in understanding the qualities of effective (valid, reliable, and fair) assessments, and examining diagnostic, formative, and summative purposes of classroom assessment. |
| Cultural Competence | This course examines how assessments can be biased and examines how the Universal Design for Learning framework is essential to implementing assessments that are fair for all students. |
| Professionalism and Perseverance | This course examines ethical issues and challenges related to assessment practices. Assessment practices that do and do not foster student resilience are explored. Fostering teacher resilience in the age of high-stakes testing is considered. |

Course Goals and Student Learning Outcomes

This course is designed to help students 1) understand the importance of valid and reliable assessments to support student learning, 2) analyze, select, and design appropriate classroom assessments for learners with diverse backgrounds and needs, 3) use student assessment data for instructional decision-making, 4) understand the ethical principles of assessment and grading and 5) understand and apply the general principles of research.

By the end of the course , you will be able to demonstrate the following SKILLS pertaining to the related content:

- 1) **KNOW** the purposes and forms of classroom assessment
- 2) **EXPLAIN** the advantages and limitations of different kinds of assessments and assessment items for particular kinds of learning targets (objective, performance-based, etc.)
- 3) **APPLY** strategies to construct valid and reliable test items
- 4) **IDENTIFY** the relationship of assessment to curriculum and instruction
- 5) **ANALYZE** and **SYNTHESIZE** assessment data for instructional decision-making
- 6) **COMMUNICATE** assessment results to students in a manner that useful, clear, and accurate
- 7) **KNOW** common research terminology, concepts and research designs
- 8) **ANALYZE** research articles
- 9) **APPLY** research strategies to develop action research projects

Requirements/Assignments/Expectations: (Assessment of Learning Outcomes and Standards)

Your grade is based on the assignments outlined below. **All assignments must be submitted in order to get credit for the course.** The written portion of all assignments must be word-processed.

Additional information about each assignment will be made available in class and on Blackboard. Due dates for all assignments are indicated on the course schedule.

| Assignments | % of Grade |
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| Homework/ Class Activities Complete the homework/ class activities as assigned. | 5 |
| Interview Write-up of your interview with a classroom teacher in your area on his/her assessment practices with samples of assessments attached. Sample question areas: types of assessments used and rationale (with samples for you to analyze later in the course), types of items on tests and rationale, ways of measuring progress over time, ways of measuring higher order thinking skills beyond rote knowledge, how or if they address reliability and validity of their assessments, examples of ways they use assessment to modify their instruction, ways of dealing with the realities of classroom constraints on assessment (e.g, time, influence of high-stakes tests). A rubric will be provided. | 10 |
| Journal Article Review This is a two part assignment. 1) Locate and review a journal article dealing with classroom assessment. The goal of this assignment is to keep you informed about current research findings in classroom assessment. You will be required to review and critique a scholarly research article (peer reviewed) involving classroom assessment. The article topic should be related to your area (social studies, mathematics, science, etc.). Your review should be approximately 2-3 pages in length and should include both a summary of the article as well as your own thoughts and comments about the article using ideas we have discussed so far in class including validity, reliability, fairness, and ethical issues in classroom assessment. A copy of the article must be included with your review. 2) Briefly present your article and review to the class. | 20 |
| Artifact Analysis This key assessment requires teacher candidates to consider how appropriate and ongoing assessment techniques can help address the diverse strengths and needs of all learners. Teacher candidates collect evidence of essential assessment concepts and procedures in their content area(s) and reflect on how these concepts can be applied to their future classroom. Throughout the course, teacher candidates create a portfolio of 5 artifacts that illustrate the following essential assessment concepts in their content area: Standards/Learning Objectives; Diagnostic, Formative, and/or Summative Assessment; Rubrics, and Providing feedback. Candidates reflect on the artifacts in their portfolio in the Analysis and Application Chart, which requires: (a) an analysis of each artifact that justifies why the artifact relates to the essential assessment concept and (b) a reflection that discusses how the candidate plans to apply the essential assessment concept in their future classroom. <i>*A grade of C or better must be earned on the Assessment/Data Project (the Key Assessment) in order to pass the course.</i> | 30 |
| Unit Assessment Project Design an assessment sequence for a unit of study in your content area. Include the following: state standards, learning objectives, a diagnostic assessment, two formative assessments, a summative assessment, and an assessment blueprint. Discuss the | 20 |

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| strengths and weaknesses of your sequence regarding Universal Design for Learning, validity, and reliability. | |
| Final Exam/ Action Research Project Describe an action research project you could undertake in your own classroom. Include the following: description of the problem and brief literature review; Action research questions; Corresponding objective(s) and/or measurable targets; Procedures; Data to be collected; and Proposed data analysis. | 15 |
| | 100 |

Grading:

Final grades will be calculated using the following criteria:

Grading Scale

| Percentage | Grade | Percentage | Grade | Percentage | Grade |
|------------|-------|------------|-------|------------|-------|
| 94-100 | A | 80-83 | B- | <70 | F |
| 90-93 | A- | 77-79 | C+ | | |
| 87-89 | B+ | 74-76 | C | | |
| 84-86 | B | 70-73 | C- | | |

A Note on Grading:

All graded assignments are considered carefully and evaluated based on a rubric or other assessment instrument that is made known to you before the assignment is due. If a calculation error has been made on your paper, let your professor know and it will be corrected in class. If you disagree with the grade you have, however, you should review the assignment and the assessment instrument. On the assignment, highlight the area or component that you think should be reconsidered. On a separate piece of paper, provide, in writing, why you think it should be reconsidered and how you think it should be reconsidered. Turn this information in to your professor for a reconsideration of your grade.

Assessment of Learning Outcomes and Standards:

| <i>Unit Standards/Elements</i> | <i>Student Learning Outcome – Course Content (SLO-C)</i> | <i>Content Assessment (CA)</i> *Key Assessment |
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| CG1. The teacher candidate understands the importance of valid and reliable assessments to support student learning. | | |
| US 4. Assessment. E2.The teacher candidate uses data from a variety of formative, diagnostic, and summative assessments to | SLO1-C. KNOW the purposes and forms of classroom assessment. | CA-Interview CA-Journal Article Review |

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| guide instruction, determine impact on learning, differentiate instruction, and accommodate diverse learners. | | |
| CG2. The teacher candidate analyzes, selects, and designs appropriate classroom assessments for learners with diverse backgrounds and needs. | | |
| US 4. Assessment. E1. The teacher candidate designs, selects, and implements valid, reliable, and appropriately differentiated assessments that are aligned with short and long term goals. | SLO2-C. EXPLAIN the advantages and limitations of different kinds of assessments and assessment items for particular kinds of learning targets (objective, performance-based, etc.). | CA-Artifact Analysis* CA-Unit Assessment Project |
| | SLO3-C. APPLY strategies to construct valid and reliable test items. | |
| CG3. The teacher candidate uses student assessment data for instructional decision-making. | | |
| US 4. Assessment. E2. The teacher candidate uses data from a variety of formative, diagnostic, and summative assessments to guide instruction, determine impact on learning, differentiate instruction, and accommodate diverse learners. | SLO4-C. IDENTIFY the relationship of assessment to curriculum and instruction. | CA-Artifact Analysis* CA-Unit Assessment Project |
| | SLO5-C. ANALYZE and SYNTHESIZE assessment data for instructional decision-making. | |
| CG4. The teacher candidate understands the ethical principles of assessment and grading. | | |
| US 4. Assessment. E3. The teacher candidate effectively and ethically communicates assessment information to learners, parents, guardians, colleagues, and administrators. | SLO6-C. COMMUNICATE assessment results to students in a manner that useful, clear, and accurate. | CA-Artifact Analysis* CA-Journal Article Review |
| CG5. The teacher candidate understands and applies the general principles of research. | | |
| US 7. Professional Learning and Ethical Practice E.1 The teacher candidate engages in professional learning opportunities and draws upon current education | SLO7-C. KNOW common research terminology, concepts and research designs. | CA-Action Research Assignment CA-Journal Article Review |
| | SLO8-C ANALYZE research articles. | |

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| research and policy to reflect upon and improve practice. | SLO9-C APPLY research strategies to develop action research projects. | |
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Class Policies and Procedures:

Attendance

“Although instructors keep accurate records of attendance for administrative purposes, students’ grades are based on their academic performance, not on attendance. Students should understand they are responsible for the academic consequences of absence.

Instructors of courses are obligated to provide make-up opportunities only for students who are absent with adequate cause. The instructor will be responsible for judging the adequacy of cause for absence.” (2017-18 Winthrop University Graduate Catalog, p. 35).

Late Assignment Policy

All assignments must be submitted in order to get credit for the course. Assignments are due **when class starts**. The penalty for late assignments is a **10 percent deduction** of the point value for each day of lateness—*this is not prorated; 1min. late is the same as 24hrs. late* (this includes WEEKENDS and NON-class days). Deadlines may be extended for students with adequate cause (e.g., illness and death in the family) received prior to the assignment's due date/time. Determination of adequate cause requires verification (e.g., doctor’s excuse). Students who are absent from class and require extensions should communicate with the instructor as soon as possible. Failure to take an assigned test will result in zero for that test unless there are extenuating circumstances. Approval and an alternate test day must be obtained in advance.

Technology Access

Each student is required to have access to Blackboard and reliable Internet. ***Loss of Internet service or connectivity will NOT be accepted as an excuse for late work.***

Plagiarism

"A fundamental tenet of all institutions of higher learning is academic honesty. Academic work must depend upon respect for and acknowledgement of the research and ideas of others. Misrepresentation of someone else's work as one's own is a most serious offense in any academic setting. Academic misconduct in any form cannot be condoned." -- Student Conduct Code, Pg 64-65 of the Student Handbook.

The University Judicial Policy on Plagiarism is explained at <http://www.winthrop.edu/studentaffairs/Judicial/judcode.htm> under section V, “Academic Misconduct.” The offense of plagiarism will result in failure of the class.

Classroom Structure

The professor considers this classroom to be a place in which regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age and ability you will be treated with respect as a human being. Additionally, diversity of thoughts are appreciated and encouraged provided you can agree to disagree. It is the professor's expectations that ALL students consider the classroom a safe environment. (Adapted from the Campus Safe Zones program)

Student Code of Conduct

As noted in the Student Conduct Code: “Responsibility for good conduct rests with students as adult

individuals.” The policy on student academic misconduct is outlined in the Student Conduct Code Academic Misconduct Policy in the Student Handbook online (<http://www2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf>). Note: More explicit policies relative to a specific discipline/college are outlined below in Professional Dispositions.

Professional Dispositions

As a student in the College of Education, you are expected to uphold the highest standards of the profession as you relate to students, families, and communities. Each candidate is expected to exhibit the following four professional dispositions in their work with colleagues, faculty and staff in University and PK-12 settings, and PK-12 students and their families: Fairness, Integrity, Communication, and Commitment.

Cell Phone Policy

As a sign of respect for all members of our learning community, please be sure that **ALL** cell phones, pagers, two-ways, pdas, blackberries, iPods, and all other electronic and Bluetooth wireless communication devices are **silenced** during the entire duration of class. Students who choose to use technology to enhance their learning in class must refrain from accessing email or social networking sites for the entire duration of class.

Professional Conduct

Students are expected to exhibit behavior reflective of an emerging educational leader. This includes actively participating in class discussions/activities and exhibiting respect for fellow learners. **Therefore, all persons will refrain from eating or drinking in class, talking while others are talking, checking email, chatting, virtually or verbally, texting, or working on other assignments during class discussions and presentations. As a sign of respect for all members of our learning community, please be sure that all cell phones are put on vibrate and put away during class otherwise instructed.** In order to protect the academic integrity of the course, family members and friends are not permitted to accompany students to class. The instructor of this course wishes to establish an atmosphere of trust and respect in order for all persons to feel comfortable expressing diverse opinions or asking questions. Email will often be used for letting you know about changes related to classes or assignments. **Please check your email before the beginning of each class.** When presentations are taking place, please be considerate of the person presenting. This is part of your overall class performance.

Online Exams

Online exams may be administered through Blackboard on the day/time noted in the syllabus course schedule. However, the allotted time to complete the exam is at the discretion of the instructor in order to protect the integrity of the exam. All students in the class will be informed of any time constraints for the exam prior to exam administration.

Students with Disabilities/Need of Accommodations for Access:

Winthrop University is committed to providing accessible learning experiences and equal access to education for all students. The syllabus is available in alternate formats upon request. If you are a student with a disability (including mental health concerns, chronic or temporary medical conditions, learning disabilities, etc.) and you anticipate or experience academic barriers due to the condition, please contact The Office of Accessibility (OA) for information on accommodations, registration, and procedures. After receiving approval for accommodations through OA, please make arrangements with me as soon as possible to discuss your accommodations so that

they may be implemented in a timely manner. OA contact information: accessibility@winthrop.edu; 803-323-3290; 307 Bancroft Hall Annex.

The Office of Victims Assistance

The Office of Victims Assistance (OVA) provides direct services to survivors of sexual assault, domestic violence, dating violence, and stalking as well as campus-wide educational programming to prevent these crimes from occurring. The staff provides counseling services and assists with obtaining sexual assault forensic exams, STI testing/treatment, pregnancy prevention, housing options, legal prosecution, and access to other support services including assistance with class or course problems resulting from victimization (i.e. missed classes, trouble concentrating or completing assignments).

The OVA is located in 204 Crawford and can be reached at (803) 323-2206. In the case of an after-hours emergency, please call Campus Police at (803)323-3333, or the local rape crisis center, Safe Passage, at their 24-hour hotline, (803)329-2800.

Winthrop University Appropriate Use Policy and Web Policy

All students will adhere to the University's Appropriate Use Policy (AUP) and the Web Policy available online at www.winthrop.edu/guide/index.html

Recording Classes

With the availability of hardware and software enabling audio and video capturing of material, lectures, courses, etc., please be mindful of the following policy. Violations of any form noted below are considered violations of the Code of Academic Integrity policy and potentially the Code of Student Behavior located in the Winthrop University Student Handbook as well as the Graduate Catalog.

No recordings of any format (audio and/or video) may be captured WITHOUT direct permission from the instructor. This can be a violation of copyright.

No recordings, even those approved by the instructor, may be posted to any Internet hosted location, copied/duplicated, or shared.

If the instructor makes the decision to allow such activity, the student is responsible for maintaining the integrity of such recordings and will be held liable should the integrity be compromised.

Communication

While you have my office hours and my phone number, the best way to communicate with me is via email. Check with your host teacher to establish the best method of communication for him/her. All emails should be written in a professional language and manner. Please allow 24-48 hours for a reply. If you are in crisis or have an emergency, naturally you should call as soon as possible.

Syllabus Note: This syllabus does contain the expectations, however, changes may be made as deemed necessary by the instructor. In such an event, students will be notified in advance.

Weekly Schedule and Assignment Due Dates

| Date | Topic(s) | Readings | Assignment Due |
|----------------------------|--|-----------------|-----------------------|
| Week 1 August 19 | Introduction and review of course requirements | | |

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| Week 2 August 26 | Role of Assessment in Teaching and Learning, UDL/Differentiation, Ethics/Growth Mindset | Ahead of Curve ch. 1 Growth mindset article Differentiation article Side-effects of Assessment article | |
| Sept 2 | LABOR DAY – NO CLASS | | |
| Week 3 September 9 | Standards and Learning Objectives | Ahead of Curve ch 3 Dive into UDL ch 5 | HW 1 Due |
| Week 4 September 16 | Validity, Reliability, and Fairness | McMillan ch 3 | Interview Due |
| Week 5 September 23 | Purposes of Assessment: Diagnostic, Formative, Summative | Action Research by Fernace p 1-16 Bridge article by Thomlinson | HW2 Due |
| Week 6 September 30 | Data Analysis, Providing Feedback Common Formative Assessments | McMillan pages 130-140 | HW3 Due |
| Week 7 October 7 | Journal Article Review Presentations | | |
| October 14 | FALL BREAK – NO CLASS | | |
| Week 8 October 21 | Item Writing – selected response, essay | McMillan ch 8, 9 | HW4 Due |
| Week 9 October 28 | Item Writing – Rubrics, Performance Assessment | McMillan ch 9 continued, 10 | HW 5 Due |
| Week 10 November 4 | Planning a Unit Assessment, Assigning Grades UDL - Differentiation | Ahead of Curve ch 6 | |

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| Week 11 November 11 | Work session for planning the unit assessment | | Artifact Analysis Due |
| Week 12 November 18 | Action Research/ SLOs/ PLCs | McMillan ch 3 PLC reading TBA | |
| Week 13 November 25 | Action Research Continued Assessment Accommodations and Modifications | Ahead of Curve ch 7,8 | |
| Week 14 December 2 | Assigning Grades /Large-scale Assessment Wrap-Up Monopoly | McMillan ch 7 | Unit Assessment Project Due |
| Final Exam Due Date: 5:00 PM, Saturday, December 7 | | | |