

EDUCATION 383
Educational Assessment (3 credits)
Spring 2023

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Office Hours: M,W – 12:00 – 1:00; T,TH – 11:30 – 1:00, or by appointment

Section 1: Mondays, Wednesdays, Fridays; 10:00 – 10:50 [CPS 326]

Section 2: Mondays, Wednesdays, Fridays; 11:00 – 11:50 [CPS 326]

Course Description: This course provides an opportunity to develop an understanding of the role assessment plays in determining student learning, evaluating and guiding instruction, and empowering teachers and students with useful data and evidence.

Instructor Note to Students: The purpose of this course is to provide you with tools to critique and create various assessment types and structures for your future classroom situations. Assessment begins with the articulation of learning goals and subsequently diagnosis of student needs, effective instruction with feedback and the use of assessment results to inform teaching. Diverse populations can be adversely affected by assessment. This course will help to ameliorate bias and educate students about the cautions of applying standardized assessments to diverse student populations. Differentiated assessment will be the hallmark of this course. You will be exposed to a variety of assessment strategies, assessment protocols and standardized assessments. All assessment should be viewed as an extension of teaching. The goal of all teaching and assessment is to improve student learning in the classroom. As in all School of Education courses, the InTasc Teaching Standards will provide the backbone for what we do in this class.

Educational Sustainability Learner Outcomes:

Elementary Methods Block students will:

- Demonstrate competencies in assessing reading, math and writing
- Show evidence of how assessment is used to inform instruction
- Understand that assessment will vary depending on the type of learner/learning being assessed
- Understand the various uses of formative and summative assessment in the classroom
- Design/utilize assessments that are effective for assessing the learning, knowledge, skills and dispositions in different subject areas
- Design, differentiate and utilize assessments that address a variety of student needs and learning styles
- Critically evaluate cultural bias and equity of assessment for all learners.

Essential Questions:

- What can assessment data/evidence tell teachers about student learning?
- What can teachers do to make assessment culturally responsive and equitable?
- How can assessment data/evidence be used to evaluate and guide a teacher’s instruction?
- How can assessment data/evidence be useful to parents, administrators and the general public?

Knowledge (Know):

Elementary Methods Block students will be able to/can.....

- Explain important goals for the use of assessment in determining student learning, evaluating, and guiding instruction and empowering teachers and students
- Explain/utilize a variety of assessment strategies to achieve specific teaching and learning goals/outcomes in the elementary classroom
- Describe/assess a variety of resources (books, journals, websites, videos, etc.) that provide assessment tools, support and research
- Analyze assessment tools for bias and equity
- Design assessments that are culturally responsive and diverse using multi-modalities.

Dispositions (Value/Appreciate):

Elementary Methods Block students will be able to/can.....

- Explain the importance of utilizing assessments that are effective/appropriate for students with diverse backgrounds, needs and learning styles.
- Write reflections that demonstrate an understanding of how assessment can determine student learning, evaluate and guide instruction and empower teachers and students.
- Appreciate that the role of assessment is to improve student achievement.

CAEP Standards Addressed in EDUC 383

#	Description
1.a	Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children.
1.b	Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children’s strengths and address their individual needs.
3.a	Candidates administer formative and summative assessments regularly to determine students’ competencies and learning needs.
3.b	Candidates use assessment results to improve instruction and monitor learning.
3.c	Candidates plan instruction including goals, materials, learning activities and assessments.
3.d	Candidates differentiate instructional plans to meet the needs of diverse students in the classroom.
5.b	Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices; and standards of ethical professional practice.

These descriptions come from the 2018 CAEP Standards.

InTASC Core Teaching Standards

These standards have been adopted by the School of Education. The standards have been grouped into four general categories to help users organize their thinking about the standards:

Category	Standard	Description
The learner and learning	Learner Development	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
	Learning Differences	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
	Learning Environments	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active in learning, and self-motivation.
Content	Content Knowledge	The teacher understands the central concepts; tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
	Application of Content	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Instructional practices	Assessment	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.
	Planning for Instruction	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
	Instructional Strategies	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Professional Responsibility	Professional Learning and Ethical Practice	The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
	Leadership and Collaboration	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*Adapted from the INTASC - Interstate New Teachers Assessment and Support Consortium, a project of the Council of Chief State School Officers.

This document is available at: <http://dpi.wi.gov/tepd/standards.html>

Required Reading: Witte, R. (2012). Classroom assessment for teachers. McGraw-Hill: New York

Assignments and Grading

a) Signature Assignment #1: Performance task (35%): You will work with a group to create a performance task based on your unit plans in either social studies or science methods. This assignment will embody many of the skills that you learn throughout the semester and your work will reflect your individual understanding of course topics. You will submit a draft and final copy of this assignment prior to your practicum experience. More details will be provided in Canvas.

b) Signature Assignment #2: Classroom Formative Assessment (25%): During your practicum experience you will complete a formative assessment of at least one student. You will gather various

pieces of information on one of the students in your formative assessment and present an anonymous case study of the student. More details will be provided in Canvas.

c) GRASPS Document (10%): You will use the GRASPS format to outline a task for either your social studies or science methods course. You will submit this document and receive feedback to aid you in developing your unit plans. This will be a group assignment and more details will be provided in Canvas.

d) Teacher Ethos (7%): Your ethos grade will reflect how you approach the profession of teaching and, more specifically, how you approach using assessment to inform instruction. The following is a list of items that will be considered when deciding your score in this area: 1) Student’s willingness to participate, 2) Student’s overall professionalism (timeliness, attendance, etc.), 3) Student’s interactions with peers, 4) Student’s attitude towards learning/teaching. You will have an opportunity during mid-term and the end of the semester to submit a Teacher Ethos Self Evaluation document. This score will reflect your professionalism both during the university classroom experience and your pre-professional experience in a local school.

Being consistently absent or late during the university portion of this class, or the pre-professional experience will significantly impact your *Teacher Ethos* score. Make sure that you plan ahead, leave a little earlier, and show up a few minutes early.

e) Name Tags (3%): To assist your instructor in learning your name, you are asked to display a name tag on your desk during each class meeting. Periodically your instructor will make a note of who is displaying their name tag and points will be awarded. This will be connected to your Ethos score.

f) Topic Reflections (15%): There will be several reading/topic reflections assigned in Canvas throughout the semester. Directions for these will be presented in Canvas. You will be expected to post these by 8:00 a.m. on the Monday morning of the following week. There will not be a makeup assignment available if you do not complete these postings.

383 Reading schedule

Week	Topic	Chapters Due Monday
1	Intro, Purpose, Equity	1*
2	Assessment Building	3 & 4
3	Formative Assessment	5 & 6
4	Formative Assessment	7 & 13
5	Formal Assessment	8, 10, & 11
6	Formal Assessment	
7	Grading	9
8	Projects & Other Topics	

*This is the first week and therefore the due date will be Friday.

g) Topic Reflections and Quizzes (5%): Periodically you will be asked to complete a written reflection, quiz, or an exit ticket during class. In class assignments will be unscheduled and can occur at any time. It is **not** possible to make up these assignments if you miss class when one is assigned.

Grading Policy

An adequate performance on any task will earn approximately 75 percent of the points possible. Higher scores, less commonly awarded, reflect above average (B) and excellent (A) work. In other words, final grades of A, D, and F are uncommon; Bs and Cs are the common grades awarded. However, because the scoring is performance-based (i.e., the scores are not placed on a curve), it is possible for all students to earn an A.

This course uses a weighted average to calculate the final grade. It is difficult to know how many points will be offered during this course, so using a weighted average provides flexibility for the instructor while conveying expectations for the students. This means that a letter grade will be calculated for each of the six areas (combining Ethos and Name Tags) using a simple average in each area (adding up points and dividing by the number of assignments). The following equation will be used to calculate the final grades for the course: $0.35(a) + 0.25(b) + 0.1(c) + 0.1(d + e) + 0.15(f) + 0.05(g) = \text{final grade}$, where each letter corresponds to the grade point (4.0, 3.67, 3.33, 3.0...) for each associated component. You can track your own grade by calculating averages and using this equation. The scores you see in canvas may not represent your actual grade.

Grade Cut-Offs for converting points to letter grades

A ($93\frac{1}{3}\%$ - 4.0); A- (90% - 3.67); B+ ($86\frac{2}{3}\%$ - 3.33); B ($83\frac{1}{3}\%$ - 3.0); B- (80% - 2.67); C+ ($76\frac{2}{3}\%$ - 2.33); C ($73\frac{1}{3}\%$ - 2.0); C- (70% - 1.67); D+ ($66\frac{2}{3}\%$ - 1.33); D (60% - 1.0); F (<60% - 0.0)

**Please note: Unexcused late work will not be accepted. For late work to be excused, students must immediately discuss reasons with the instructor, who will then make the determination. Excused late work should be submitted as soon as possible. Please do not wait and bring it to the next class meeting.

Attendance

As a pre-service teacher, you are expected to attend every class meeting. In viewing the classroom assignments section of this document, you will notice that a significant portion of your grade is directly tied to your attendance (Teacher Ethos, Topic Reflections, Name Tag). Your ability to attend class can potentially mean the difference between earning an A or a C in this class. It is difficult to grow as an educator when you do not attend class regularly.

With that said, there are sometimes circumstances outside of our control that we need to address. The more that you can communicate this information to your instructor the better. Personal illness or family crisis will be taken into consideration when determining the impact on your success in the class. Events such as wanting to take a vacation or attending a wedding are not considered reasonable excuses to miss class.

Writing Style

All written materials are expected to be of professional quality. As a professional, it is important to present all work in a proficient manner. Therefore, please be sure to check all mechanics of your writing prior to turning in the assignment. It is recommended that you **ask a peer to proofread assignments** prior to submission. **Do not rely on Spell Check alone.** It cannot identify all spelling errors. Unprofessional work will receive a lower grade.

Technology Guidelines

In Class: Your active participation is essential in this class. Access to your cell phone or a personal computing device will occasionally be required during class time. All personal communications should be limited to emergency situations. Your instructor will turn off his phone ringer and limit his non-academic use of technology during class, he asks that you do the same. If your use of these technologies becomes distracting to other students, you may be asked to leave that class.

Confidentiality

As a community of learners, it is important that we maintain a trusting relationship among each other. You and your colleagues will be asked to take some risks during this class, which may expose some misunderstandings. It is vital to everyone's growth that we do not share this information outside of our classroom setting.

Inclusivity

All students deserve an opportunity to learn without the distraction of arbitrary exclusion based on gender identity, sexuality, disability, age, socioeconomics, ethnicity, race, nationality, religion, or cultural beliefs. It is the instructor's intent to provide an environment where all feel welcome to share and be heard by their peers and their professor. Please let me know ways that I might improve the classroom experience for you, other individuals, or other student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at dos@uwsp.edu.

Face Coverings

Currently there are no university requirements for wearing a face covering during class. You are encouraged to consider wearing a facemask if you have not been vaccinated for if you are in a high risk category. Any new university policies concerning face coverings enacted during the semester will supersede this policy. For more information on Coronavirus procedures at UWSP, please see the university's website: <https://www.uwsp.edu/coronavirus/Pages/default.aspx>.

Disability and Assistive Technology Center [DATC]

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability and Assistive Technology Center located on the 6th floor of the Learning Resource Center (Library). You can also find more information here: <https://www.uwsp.edu/datc/Pages/default.aspx>. Again, any special circumstances that are unique to you as a student learner can be discussed at any time. Please make special arrangements to meet privately during my office hours.

The Bottom Line: Finally, if you have a question or concern regarding the class, projects, readings, assignments, or absences, it is up to you to ask. You are ultimately responsible for your own learning. I will make myself available for you if you need assistance, but I will not know unless you seek me out; when in doubt ask!