

EDUC 716: Assessment for Educators Spring 2019: Course Syllabus

Instructor: Dr. Pamela Bork

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Office Hours: by appointment

Credits: 3 graduate

Dates for class – Virtual or in person

Wednesday – February 20th for 4:30 – 6:00 p.m.

Wednesday – March 13th from 4:30- 6:00 p.m.

Wednesday – April 10th from 4:30 – 6:00 p.m.

Course Description:

Study the theories and related practices of assessment for educator; Focus on methods, materials, and strategies in the development, organization, and delivery of assessment in the K-12 school system; Special emphasis given to development and interpretation data driven decision making; Attention focused on assessment before, during and after instruction.

Inclusivity Statement:

In this course, I welcome diversity of thought. I am committed to providing a safe learning environment for all students. As an instructor, I will be accepting of all differences of opinion, perspective, life experiences and background. If any concerns arise throughout this course, your first step is communication. I provided you my cell phone number to contact me at any time. The most important communication in a hybrid/online course is my feedback about your work. If you have any questions about your feedback or want to communicate, feel free to contact me by e-mail, phone or schedule an in-person appointment. My goal is for you to be successful in this course, so I am here to help if you need assistance.

Textbook Required:

Great Performances – Larry Lewin and Betty Jean Shoemaker

Chapters on e-reserve

What Teachers Really Need to Know about Formative Assessment – Laura Greenstein

Where Great Teaching Begins – Anne R. Reeves

Differentiated Assessment Strategies – Carolyn Chapman and Rita King

Course Purpose:

The purpose of the course is to give educators the knowledge, skills and dispositions to assessment students in a classroom. Because this is a graduate course, graduate students will develop comprehensive strategies (pre-assessment, formative, summative, project-based) to assess students in their classrooms.

Learning Outcomes:

- The graduate student will demonstrate competency in understanding the philosophical, social, and political contexts of assessment in the classroom (i.e. knowledge) in the legal context (i.e. disposition) as stated by the State of Wisconsin's guidelines (i.e. performance).
- The graduate student will demonstrate the ability to plan, create and conduct assessment of students using various methodologies while understanding the connection between the pedagogical principles of their choices within the classroom and in coherence with district expectations.
- The graduate student will develop a student focused assessment classroom with a commitment to improving student achievement. This requires the graduate student to be responsive to culturally responsive practices, balanced assessment and differentiated assessment strategies.
- The graduate student will understand the connection between data, assessment and evaluation. The student will collect both academic and social/behavioral data used in making decisions about student achievement and learning in the classroom.

Assignments for class:

Attendance at sessions – 9 points

Classroom Culture of Assessment – 6 points

Case Study – 30 points

Learning Profile Assessment: 5 points

Student Interest Assessment: 5 points

Preassessment: 5 points

Formative Assessments: 5 points

Summative Assessment: 5 points

Other evidence (e.g. rating scale or observation checklist): 5 points

Teacher Assessment toolbox – 5 points

Portfolio Assessment – 30 points

Checklist or rubric – 5 points

Technology assessment – 5 points

Independent Contract/Passion Project – 5 points

Project Based Assessment - mini or midi tasks – (RAFT or GRASP) – 5 points

Reading Reflections – 20 points

Total: 100 points

Grading Scale

93-100 – A
90-92- A-
89-88 – B+
87-85 – B
84-82- B-
81-80 C+
79-75 – C
74-73 – C-
73-70 – D
Below 70 – F

***Late assignments should be placed in the late drop box. All late assignments receive a point deduction for each day it is late. The drop box remains open until the last course date listed on the time table.**

Description of Assignments:

Classroom Culture of Assessment:

Background for this assignment – The ways we develop a culture of assessment (not evaluation) in our classroom is to have procedures to assess students in a variety of ways.

For this assignment you will need to identify, explain and if appropriate provide evidence of the following classroom assessment procedures:

- 1) In what ways do you assess and identify your students learning profile (strengths, interests, academic challenges, assets (external and internal) or learning preferences?
- 2) What procedure(s) do you have for students to receive help in your classroom?
- 3) What ways do you have students self-assess their work in your classroom?
- 4) Explain how students know the difference between what is being assessed and what is evaluated in your classroom.
- 5) How do you or might you explain your philosophy of assessment to your students?

This assignment can be completed using a narrative response. It is also appropriate to include pictures or other handouts you might provide to students. If you don't do some of the procedures listed. Explain how you might go about accomplishing that area in the narrative. There might also be school policies that affect your answers. Remember that this is how we establish a culture of assessment. Try to focus on assessment versus evaluation for this assignment. **Due on February 20th**

Teacher Toolbox:

In this class, you will be responsible for sharing an assessment with your classmates. The assessment should be applicable to a wide range of abilities and age levels (e.g. exit slip, observation checklist, pre-assessment). Please feel free to use the internet to complete this assignment or something you use in your class. I hope that you have a toolbox of assessment materials at the end of the course. **Sign up will take place at first meeting. Due on May 5th**

Portfolio Assessment:

In this assignment, you will be asked to complete some assessments for your class. You may revise existing rubrics or other materials if you would find that helpful. You are to complete all the listed assessments and put them in a portfolio. Please feel comfortable using the appendix in the book or other materials you find to complete this assignment. Make sure your portfolio is grade level appropriate. **Due on May 5th**

Portfolio Contents include:

Chechric or rubric

Technology assessment

Independent Contract/Passion Project

Project Based Assessment - mini or midi tasks – (RAFT or GRASP)

Case Study:

For this assignment, you will select a student to do a thorough assessment of their abilities and learning profile. The case study is ideally done with a student you feel would benefit from additional assessment. The case study should contain a two-page reflection on what you learned from administration of the additional assessments. See rubric for description of the narrative. **Due on May 5th**

Case Study includes:

Learning Profile Assessment: 5 points

Student Interest Assessment: 5 points

Preassessment: 5 points

Formative Assessments – 5 points

Summative Assessment – 5 points

Other evidence (e.g. rating scale or observation checklist) – 5 points

Reading Reflections:

The reading reflections are approximately 500-1000 words describing what new information you learned from reading the chapters. Some of the information is very current thinking in the world of assessment. Sharing the “big ideas” about what you learned and how it might be applied to your classroom is the goal of this assignment. There is a rubric for the reflections.

Reading Assignments:

Reading Reflection 1 and 2: Chapters 1, 2 and 3 in *Differentiated Assessment Strategies* – Chapters on e-reserve **(5 points)** and Preface and Chapters 1-2 in *Great Performances: (5 points)* Two separate reading reflections due by: **February 20th**

Reading Reflection 3: Chapter 3 and 4 in *Great Performances* and Chapter 8 in *Where Great Teaching Begins*– one reading reflection **(5 points)** due on **March 13th**

Reading Reflection 4 and 5: Chapter 5 and 6 in *Great Performances (5 points)* and Chapters 4 and 5 in *What Teachers really need to know about Formative Assessment, (5 points)*, two reading reflections due by: **April 10th**

UWSP Community Bill of Rights and Responsibilities

UWSP values a safe, honest, respectful and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For information go to:

<http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>

The rights and responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SSR-2010/rightsChapter14.pdf>

American with Disabilities Act

The American Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADAPolicyinfo.pdf>

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: <http://www.4.uwsp.edu/special/disability/>

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.