

Land Recognition Statement

I would like to recognize that the University of Wisconsin-Stevens Point occupies lands of the Ho-Chunk and Menominee people. Please take a moment to acknowledge and honor the ancestral Ho-Chunk and Menominee land and the sacred land of all indigenous peoples.

EDUCATION 776

Assessment and Professional Issues (2 credits)

Fall 2023

Instructor: Kelly Seefeldt

email: kseefeld@uwsp.edu

Office: 466 CPS

Office Hours: By appointment [Schedule a Virtual Meeting](#) (This link will take you to the Office of Field Experiences appointment calendar; feel free to schedule an appointment if you need to meet.)

Course Description

This course provides an overview of various assessment methods and methodologies. Students will understand and apply concepts to determine student learning, individual student needs, and instructor effectiveness. Specific topics will include development of formative assessment tools, analysis of formal assessments for effectiveness and validity, exploration of the Wisconsin Forward Examination structure, grading, and equitable assessment practices. At the conclusion of the course, students should understand that assessment is a continuous process that is critical to successful instruction.

Course Learning Outcomes

CLO	Learning Targets
Students will design and utilize assessments that are effective for assessing the learning, knowledge, skills, and dispositions of the Wisconsin Content Standards in different subject areas at the preK-9 level.	<ol style="list-style-type: none">1. Students will apply the GRASPS framework to planning a performance task.2. Students will create learning targets for their performance task derived from Wisconsin Academic Standards.3. Students will select assessment structures that match their learning targets.4. Students will be able to distinguish between different types of validity.5. Students will evaluate their assessment structure for validity.6. Students will create a rationale for how they have ensured validity.7. Students will refine their learning targets with instructor feedback.8. Students will create equitable assessments based on principles learned in class.9. Students will evaluate the accessibility of their assessments.10. Students will apply appropriate constructs when creating learning targets to provide a holistic understanding of student performance.11. Students will apply information from the SBAC Bias and Sensitivity guidelines to analyze assessment fairness.
Students will show evidence of how assessment is used to inform instruction and evaluate student learning.	<ol style="list-style-type: none">1. Students can describe how assessment selection impacts student efficacy.2. Students can describe how evaluative decisions impact student efficacy.3. Students will evaluate traditional grading structures compared to standards-based grading, identifying the benefits and drawbacks of each.4. Students will report educational decisions they make based on assessment data analysis.5. Students will support their educational decisions with evidence from the data collected.6. Students will define the terms "assessment" and "evaluation," recognizing the inherent differences.

<p>Students will evaluate learning situations and select appropriate assessment methods based on their analysis of student needs.</p>	<ol style="list-style-type: none"> 1. Students can demonstrate understanding of validity based on their analysis of various assessments. 2. Students can describe the utility of various types of formative and summative assessments. 3. Students will select appropriate assessments for a given context. 4. Students can identify the types of data various assessments produce and the utility of this data in educational decision making. 5. Students can identify children who would benefit from additional assessments. 6. Students can select assessments based on student need. 7. Students will describe the need for diversity of assessment types and structures. 8. Students will interpret situations for potential validity issues based on assessment structures. 9. Students will use their knowledge of a child's previous performance to interpret present performance.
<p>Students will evaluate the equity and access afforded by specific assessments; they will suggest ways to improve a given assessment when equity criteria are not met.</p>	

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?

Wisconsin 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	Pupil Development	The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.
	Learning Differences	The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil 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 engagement in learning, and self-motivation.
Content	Content Knowledge	The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.
	Application of Content	The teacher understands how to connect concepts and use differing perspectives to engage pupils 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 pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.
	Planning for Instruction	The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.
	Instructional Strategies	The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.
Professional Responsibility	Professional Learning and Ethical Practice	The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.
	Leadership and Collaboration	The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

Equal Access for Students with Disabilities

Many students have visible or invisible disabilities, and UWSP offers accommodations that allow all students to achieve their full potential in a course. If you require modifications in a course due to a disability, contact the [Disability Resource Center](#) to complete an Accommodations Request form, Phone: 346-3365 or Room 108 in Collins Classroom Center. Inform me of the required accommodations.

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs, compromise academic standards, or intrude upon instructors' academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe their disability.

Course Components & Schedule

This course is organized into modules that contain the work for one week. Most weeks, one new module will appear in Canvas, but as the semester progresses, you may see more than one module open at once to allow you to work ahead if preferred; however, only one module's work will be due per week. It is assumed that most students in this course are full-time working teachers, so while due dates are posted,

you will not be penalized for late work, provided you are able to complete all the work in a reasonable amount of time. It is always a good idea to contact the instructor if you need more time on an assignment. You may receive email reminders when work is missing, and if you fall too far behind, you may be asked to consult with the instructor to create a plan for catching up.

Week	Module Topic, Assignment(s), Activities, Etc.
1	Introductions: Goals for the course & What is the Purpose of Assessment
2	Bookhart Article Review & Discussion: (1) Choose something you understand, (2) Choose something you have questions about
3	Equity: SBAC Bias and Sensitivity Activity & Reflection on why equity minded assessments are important
4	Validity, Reliability, Learning Targets - Reflection – How do you know your learning target is measurable?
5	Formative Assessment: Overview, Purpose, Types – assign GRASPS with Learning Targets
6	Formative Assessment: Rubrics and Checklists Create a rubric for GRASPS (Signature Assignment)
7	Formative Assessment: Observation - Classroom observation video (connect to math noticing)
8	Summative Assessment: Overview - Find readings/make video/SBAC exploration/ Discussion/DPI Web
9	Summative Assessment: - Assessment Assessment Assessment
10	Grading: Overview Discussion Board – Grading Simulation
11	Grading: Application - Standards based grading research and discussion
12	Data-Based Decision Making: Overview - Refine Performance assessment & turn in for feedback
13	Data-Based Decision Making: - conduct assessment & write reflection
14	Data-Based Decision Making: - conduct assessment & write reflection
15	Data-Based Decision Making - Submit Final assessment and reflection (Signature Assignment)
16	Make Up Work if needed

Grading Policy

An adequate performance on any task will earn approximately 80 percent of the points possible. Higher scores reflect above average (B to A-) and excellent (A) work. 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 as a final grade. Assignments will not be weighted by percentage, and therefore you should note the possible number of points possible to determine the overall impact the assignment will have on your final grade. Assignments such as discussions and written reflections will be out of approximately 5-10 total possible points, while the signature assignments of this course will be out of a possible 50 points. **Students must earn 80 percent on signature assignments in order to pass the course.**

Grading Scale

94-100% = A	77-79% = C+	60-63% = D-
90-93% = A-	74-76% = C	below 60% = F
87-89% = B+	70-73% = C-	
84-86% = B	67-69% = D+	
80-83% = B-	64-66% = D	

Attendance

Attendance in an online class does not look the same as it does in an in-person course with a physical classroom and assigned day/time schedule. There are no synchronous meetings for this course for which students need to be in attendance; however, active participation is expected to be ongoing throughout the entire semester. Inactive students will be contacted first by the instructor, and if you fail to respond and begin engaging in the course, a lack of attendance will be reported to the university and you may be dropped from the course.

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.

Writing Style & Expectations

All writing produced for this course is expected to be of professional quality. As a professional and student seeking an advanced degree, your written work should be above average in clarity and precision. Therefore, please be sure to check all mechanics of your writing prior to turning in the assignment. It is within reason for you to seek out resources to help you produce writing of the highest quality; however, plagiarism is unacceptable. The use of peer reviewers, spelling and grammar check tools, and citation generators are encouraged. Artificial intelligence tools, such as (but not limited to) Grammarly, chatGPT, and Bard *may* be used in a *limited* capacity, but you should never submit any writing that you have not carefully reviewed, edited for originality, and fully understood by the submitting writer. All unoriginal ideas must be clearly cited; APA citation format is preferred, but not required, especially not for reflective writing, discussion, etc.

Unprofessional work and/or academic misconduct will receive a lower grade and may result in disciplinary action.

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 virtual 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.