EDUCATION 383: Educational Assessment

Fall 2019

Section 1 (8:00-9:15 a.m. and Section 2 (9:30-10:50): Wednesdays **(CPS 208)**

Section 1 (8:00-9:15 a.m. and Section 2 (9:30-10:50): Thursdays **(CPS 326)**

We change rooms for this course.

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Purpose: The purpose of this course is to provide you with an extensive background in educational assessment. The assessment of student performance is one of the most important tasks you will be responsible for as a teacher. Assessment should be an ongoing, proactive practice in an elementary classroom. 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. The following is an overview of this course using an Understanding by Design planning approach, which you will use for most curriculum/lesson planning for the Elementary Methods Block.

Community of Learners

My goal for our learning environment is to establish a culture that is inclusive, respectful, honest and caring. In order to create this community of learners, we should remain open to new ideas, actively listen and be mindful of the diversity in our modern world. As a community, we aim to be respectful to all citizens in this class, regardless of race, ethnicity, religion, gender or sexual orientation. Please remember that professional behavior is expected at all times in the classroom.

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:

The Learner and Learning
Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

Standard #1: 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.

Standard #2: 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.

Standard #3: 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
Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

Standard #4: 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 the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5:   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 Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

Standard #6:   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.

Standard #7:   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.

Standard #8:   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

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Standard #9: 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.

Standard #10: 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/tepdl/standards.html

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.

REQUIRED READINGS

1. Musial, D., Nieminien, G., Thomas, J., & Burke, K. (2009). *Foundations of meaningful educational assessment*. McGraw-Hill: Boston

ASSIGNMENTS, POLICIES AND OTHER CONSIDERATIONS

1. **PARTICIPATION POINTS** (up to 16 pts.)

Attending and participating in class meetings is a requirement and professional expectation of the course/program. If you must miss class, please send an e-mail to Dr. Bork before the missed class or as soon as possible afterwards. Unfortunately, this is an interactive class so you **cannot** earn participation points unless you are in class. For one missed class with notification you receive a 3 point deduction, two courses is 10 and three will require that you do additional work outside of class. Four missed classes you will need to repeat the course.

Attendance requirements for the practicum experience at a local field site **must** be met, as well as the face to face class time. Students who meet the on-campus expectations for this class yet exhibit tardiness, unexcused absences, poor or unsatisfactory performance in their practicum field experience with respect to the Wisconsin Teaching Standards will receive one of the following:

A. A failing grade in this class with or without the option of repeating the entire experience or 5 to 10 points deducted from your participation points.

B. An incomplete grade earned in this class, the disqualification of student teaching the following semester and the requirement of successfully completing an **additional** practicum experience prior to student teaching. The field experiences office will coordinate this placement.

2. **PEER TEACHING AND ASSESSMENT** (10 pts.)

You will be asked to peer teach in the first week of class and an assessment covering the content of a chapter. You will be graded on the completion of this assignment according to the checbric and narrative rubric on D2L.

3. **WRITING/MATH ASSESSMENT WITH POSITIVE SPECIFIC STUDENT FEEDBACK** (5 pts.)

In this course you are expected to evaluate student writing. You will be required to give positive specific feedback to the student in the form of a letter to the student. In addition, you must evidence your ability to complete a math RtI probe in class.

4. **CORE PERFORMANCE TASK (GRASP) Rubric** (4 pts.)

You will work in groups to develop a core performance task for a content/based unit. This assessment is referred to as GRASP. The GRASP will be submitted as a group and you will receive points for completing the essential elements of a GRASP and any rubric/s or performance criteria that supports the GRASP assessment.

5. **PERFORMANCE ASSESSMENTS** (30 pts)

You must complete submit four assessments. These assessments **must be done individually.** They should be uploaded as artifacts to the appropriate drop box on D2L. One of these assessments may be adapted from an internet source. Please cite your source. Check the due dates on D2L.

Pre-assessment with narrative– 5 pts
Formative Assessment with narrative– 10 points
Additional Assessment with technology integration – Please consider the following possibilities:
- Additional rubric (not GRASP Rubric), checbric, selected response and/or constructed response, observation checklist, rating scale, RAFT, interest inventory, learning profile assessment or student self-assessment- 15 points

6. **ASSESSMENT COMMENTARY** (25 pts.)

You will be writing assessment commentary in preparation for the edTPA. You will be asked to submit the literacy commentary after your complete a literacy assessment in your field placement. Directions for this assignment will be given to you during class.

7. **CLASSROOM APPLICATION OF ASSESSMENT** (10 pts.)

Arrangements have been made for you to conduct reading assessment at a local elementary school. For the reading assessment, you will conduct a one-on-one reading assessment with an elementary student and then develop a teacher goal based on the results of their assessment. You will also be required to write a thank you note to the student giving positive specific feedback and write a reading goal for the teacher.

GRADING PROCEDURES

You will receive credit according to the following point system:

Participation points	16 pts.
Peer Teaching, Assessment and Narrative	10 pts.
Writing/Math Assessment	5 pts.
CORE Performance Task/GRASP Rubric	4 pts. (Group)
Assessments for the Unit/Technology Integration	30 pts.
Assessment Commentary	25 pts.
Classroom Assessment (DRA) with feedback	10 pts.
Total:	100 pts.

GRADING SCALE

Points	Grade	Points	Grade
100-94	A	81-80	C+
93-92	A-	79-75	C
91-90	B+	74-73	C-
89-84	B	72-68	D
83-82	B-	Below 68	F

Deadlines and late assignments

Late assignments are defined as those assignments that are not submitted to the drop box by the closing date on D2L. Late assignments lose one point for every day they are late to the drop box (e.g. five days late – five points taken off). Any late assignments go into the late drop box. The drop box deadline for all assignments for this course is one week after the EMB campus experience. If for any reason you fail to turn in your late work by one week after the course ends on campus, the maximum grade you can receive is a C. Additionally if your work is late, to earn the C, your work must meet the course standards and rubrics. Otherwise you risk receiving a lower grade and having to repeat the course. The School of Education has a policy that all students must receive a C- or better in their education classes or the course must be repeated. You must double check the D2L drop box to ensure your work has been posted and make sure that you have received a receipt from D2L.

All extenuating circumstances must be discussed with the instructor. This policy is meant to provide clear expectations for work assigned in this class and to help you succeed in meeting the School of Education expectations and deadlines.

Common Core Standards and RtI

Wisconsin has adopted the common core standards as a means of defining how and what instruction is taught at each grade level. Please refer to the link attached if you want to find the common core standards in a curricular area.   http://standards.dpi.wi.gov/stn_ccss

Wisconsin has a unique vision for the implementation of the framework for RtI. The attached link provides you that framework as well as additional links to PBIS and SIMS. You are strongly encouraged to use this framework when thinking about instructional design. There is also a wealth of resources for understanding Wisconsin RtI located at the Wisconsin RtI Center website that is also included.   http://rti.dpi.wi.gov/   http://www.wisconsinrticenter.org/

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.