

EDUCATION 383: Educational Assessment

Spring 2021

Students will meet via zoom for class times. Students materials are copied and available in the SOE Academic Advising Office or online to print at home.

Section 2 (9:30-10:45 on Mondays and Wednesdays)

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Other times by appointment

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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.

COVID Considerations

During these unprecedented times, I am asking that you respect that I have thought about how to best deliver the course content in an efficient and effective format while still being mindful of the need to prepare you as a preservice teacher. The synchronous zoom times are critical for your success in this class and in your practicum placement. I know the online format is less than ideal, but I will try my best to make this class both valuable and enjoyable. You will learn a lot, I promise!

Intellectual Property and Privacy of Recorded Zoom Sessions

Lecture materials and recordings for Education 383 are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Technology

If technology issues arise during the course, please communicate with me. Lectures will be recorded on zoom, but I will only provide the recording if you have a legitimate concern or reason you cannot be available at the scheduled zoom class times. Zoom lectures cannot be shared or posted outside of CANVAS or UWSP email. Effective communication and professionalism are required in zoom and in all your communication in this class. At this point in your teacher preparation, we are evaluating your ability to perform, communicate and succeed in the teaching profession.

Illness

You have a right to privacy regarding your health. If you have any questions about the requirements of reporting your illness, please check the UWSP COVID website.
<https://www.uwsp.edu/coronavirus/Pages/default.aspx>

Face Coverings (on-campus requirements)

- At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the [Disability and Assistive Technology Center](#) to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.

Other Guidance:

- Please monitor your own health each day using [this screening tool](#). If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646).
 - As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
- Maintain a minimum of 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
- Please maintain these same healthy practices outside 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/tepd/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

Points are given for each component in this class.

1. Learning Profile Assessment and Interest Assessment Lecture – 2 points
 - a) Interest Assessment Assignment – 5 points
 - b) Parent/Child Self-Assessment Assignment – 5 points
2. Six Facets of Understanding Lecture – 2 points
3. Chapter 5-7 Lecture – 2 points
 - a) Chapter 5 assessment – 5 points
 - b) Chapter 6 assessment – 5 points
 - c) Chapter 7 assessment – 5 points
4. Chapter 8-9 Lecture – 2 points
 - d) Chapter 8 assessment – 5 points
 - e) Chapter 9 assessment – 5 points
5. Core Performance Task Lecture – 2 points
6. Core Performance Task workday – 2 points
 - a) Core Performance Task (GRASP) and GRASP Rubric – 7 points
7. Preassessment Lecture – 2 points
 - a) Preassessment assignment – 5 points
8. Formative Assessment/ Specific Feedback Lecture – 2 points
 - a) Formative assessment assignment – 5 points
 - b) Technology assessment assignment – 8 points
9. Math Assessment Lecture and Protocol Completion – 2 points lecture (4 points protocol)
10. DRA – Reading Assessment and Protocol Completion – 2 points lecture (4 points protocol)
11. Writing Assessment and Protocol Completion – (2 points lecture), and (4 points protocol)
12. Assessment Bias/Rubrics Lecture – 2 points
13. Grading and Reporting Lecture – 2 points
14. Town Hall Forum – 2 points

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.

Course grades will not be discussed in email and must be discussed in person.

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.