

T&L 577
Assessment of Learning
Spring 2018

Instructor: Ryan Summers, Ph.D.
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Class meetings: Monday, 4:00-7:00 PM
Location: Education 16

Understanding By Design Stage 1 – Desired Results

COURSE DESCRIPTION

T&L 577 addresses issues of principles and methods of assessment for K-12 student learning. Keys to the alignment of curriculum and quality classroom assessment will be discussed. Designing classroom assessments for student learning will be explored. The course includes a culminating assessment project.

This course introduces basic concepts and practices of assessment, measurement, and evaluation as they are used in school settings. Also covers current trends and issues in assessment including large scale standardized testing practices and cultural issues in assessment. Students also become familiar with using assessment and evaluation data to inform instructional decisions.

COURSE ENDURING UNDERSTANDINGS

Assessment is ultimately a process of reasoning from evidence. In order to appropriately and accurately engage in this process, competency in multiple domains are required.

This course will address the following big ideas:

- **Assessment literacy:** The knowledge and skills required to assess student performance
- **Analytical skills:** The knowledge and skills required to analyze student performance data from assessments
- **Instructional decision-making:** the use of assessment data to plan instruction

CONCEPTUAL FRAMEWORK:

The teacher education programs at the University of North Dakota are grounded on constructivist principles. Through our programs, we support the development of educators who:

- Are committed to the continuing process of learning about many things, especially about their content and learning to teach;
- Are able to take an active role in promoting the learning of all students;

Will advocate with and for students, parents, colleagues, school and community.

COURSE READINGS:

Course readings will be made available electronically (Black Board).

COURSE ESSENTIAL QUESTIONS:

Throughout this course, we will address the following questions:

- What are the ways I can accurately and appropriately evaluate students' learning?
- How can I tell if an assessment is an accurate and appropriate representation of student learning and aligned with what I taught?
- What does assessment data tell me about student learning and my teaching?
- What role does a specific content area play in assessing that specific content area?
- What are the best types of assessment to use in my classroom?
- What do I need to know about assessments as a teacher and how will they affect my job?

COURSE OBJECTIVES:

As a result of this course, students will be able to:

- To understand the language and terminology of educational assessment and the important features of classroom assessment and its relationship to instruction.
- To understand and apply assessment design principles including:
 - Conceptual basis of assessment development,
 - Alignment with standards and learning targets
 - How to establish high quality assessments.
- To begin to develop competence in using assessment information including
 - Interpreting large scale standardized assessment scores including technical characteristics
 - Identifying class-wide and

	<p>individual student needs from assessment scores</p> <ul style="list-style-type: none"> ○ Developing a defensible marking and grading plan and policy ○ Understanding the role of assessment and progress monitoring in planning, implementing and reflecting upon instruction. ○ Evaluate an assessment on how well it measures student learning. <ul style="list-style-type: none"> ● Become aware of the current trends and issues in the assessment climate, including: <ul style="list-style-type: none"> ○ Differentiated assessment ○ Technology tools & software ○ Test preparation and anxiety ● Understanding cultural issues in assessment
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Understanding By Design Stage 2 – Assessment Evidence

ASSIGNMENT #1: Reading Reaction Journal Entries

In order to facilitate both the independent and interdependent learning, you are required to submit a weekly journal entry. Each entry is to be word-processed with the length not exceeding 2 pages; however, if the instructor finds that more length or depth is necessary more directives will be provided.

You will post your reaction to the to our course Discussion Board on Blackboard.

Due: Post no later than 8 AM Monday prior to class each week

ASSIGNMENT #2: Discussion Leader

You will lead a discussion from a section of the text or a reading provided in class. The format or organization of the discussion is your decision. Your discussion will occur during a predetermined live session. Your peers will complete a reading reaction as normal. You will let me know the reading you prefer to lead, and if you have specific questions you would like to add to the reading reaction at least one week in advance. Plan for leading about 30 minutes of discussion in class.

After the class discussion, please compose and email me (ryan.summers@und.edu) the following: 1) Your own responses to the reading reaction prompt; 2) the main discussion points that surfaced in the live class related to your assigned reading; and 3) a reflection about the class discussion sessions and process overall (3 pages maximum).

DUE: Varies. Sign up conducted in class on January 22nd.

ASSIGNMENT #3: Instrument and Student Data Analysis

You will work cooperatively to create a 3-page "data brief" that introduces an assessment instrument, analyzes a sample of student data collected with the instrument (e.g., individual student data, whole class, small groups), and discusses whether this assessment yields an accurate and appropriate representation of student learning. The latter portion may indicate that specific modifications are needed, and you should explain any changes you plan to make to your assessment and how this will improve the validity of your assessment. Be sure to include enough information about the target audience, topic area, and context to make your argument meaningful. Use (and cite) readings, videos, and in-class activities to defend your rationale for the quality of your assessment.

Bring assessment instruments to class: February 26th & March 5th

Bring student data to class: April 9th

DUE: April 16th

ASSIGNMENT #4: Assessment Framework (Final) Project

Throughout the semester you have analyzed assessments and student data for evidence of learning. Each student will be responsible for generating an

assessment framework that incorporates various examples of assessments throughout (formal and informal, formative and summative, etc.). The scope and the setting of this assessment will be discussed later in the course.

Brief proposal (no more than 1-page) due:

DUE: Wednesday, May 9th before 9 AM

EVALUATION:

There will be no curve. Grades will be based upon total points received from the assignments outlined below:

	Point Scale (Total = 1000)
Reading Reactions (150)	900-1000 = A
Discussion Leader (150)	800-899 = B
Instrument and Student Data Analysis (300)	700-799 = C
Assessment Framework (400)	600-699 = D
	≤ 599 = F

ATTENDANCE/ABSENCES:

Graduate level work assumes a high level of self-directed learning. Students need to come to class having completed assigned readings and with an attitude of contributing to discussion and other classroom activities as well as learning from others' perspectives. Participation points are earned during class activities. These class activities cannot be made up outside of class meetings.

ACTIVE PARTICIPATION AND TECHNOLOGY USE IN CLASS:

You owe it to your future students to be fully alert and participating in class so that you get all you can from this course. If you have a documented disability that necessitates the use of a computer or other device for note taking, discuss this with the instructor at the start of the semester. Otherwise, all electronic devices should be stored away (in your backpack) unless the instructor specifically states they are needed for a class activity or if you are using it for note taking.

Additionally, do NOT use the Internet for non-class related issues, e.g., emailing, Facebook (whatever you like to do for recreational internet) during class time.

***Please note: The syllabus is subject to change by your instructor as needed to enhance the learning of the students enrolled in the course.*

DUE DATES/LATE ASSIGNMENTS:

To avoid a penalty, you must contact me in advance to request a due date extension if it appears that you will not be able to submit an assignment on time. If an assignment is submitted late without an extension request, there will be a penalty of a loss of 20% of the points and anything more than 2 weeks late will receive a grade of 0.

REVISING AND RESUBMITTING ASSIGNMENTS:

In general, there are no plans to allow for revisions to be made on major assignments. The instructor may outline specific circumstances allowing for revision at his discretion. Students may request an opportunity to revise an assignment, and these requests will be considered on a case by case basis. (N.B. There will be no revisions for weekly reading reaction assignments.)

INCOMPLETE GRADES FOR THE COURSE:

It is expected that students will complete all requirements for TL 577 during the time frame of the course. For reasons beyond a student's control, and upon request by the student or on behalf of the student, an incomplete grade may be assigned by the instructor when there is reasonable certainty the student will successfully complete the course without retaking it. The mark "I," Incomplete, will be assigned only to the student who has been in attendance and has done satisfactory work up to a time within four weeks of the close of the semester, including the examination period, and whose work is incomplete for reasons satisfactory to his or her instructor. (For graduate courses see p. 227 of 2013-2015 UND Catalog for the complete policy statement.)

ACADEMIC HONESTY

Students are expected to maintain scholastic honesty. Scholastic dishonesty includes but is not limited to cheating on a test, plagiarism, and collusion. (For graduate students see p. 349 of 2015-2016 UND Catalog for complete policy statements.)

**UBD Stage 3 – Course Learning Plan
Weekly Schedule**

MEETING	DATE	TOPIC	ACTIVITIES	READING DUE
#1	1/8	Introduction to Assessment Literacy & Demonstrating Complexity of Assessment	<ul style="list-style-type: none"> • Student Biographies • Introductions • Overview and past experiences with assessment 	
	1/15	No Lecture – MLK Jr. Day		
#2	1/22	Learning Targets, Alignment & Backward Design		Danielson (2002). Chapter 9. Russell & Airasian (2011). Chapter 3.
#3	1/29	Types & Purposes of Assessment: Assessment FOR Learning vs. Assessment OF Learning		Shepard, L. A. (2000). The role of assessment in a learning culture. <i>Educational Researcher</i> , 29(7), 4-14. Stiggins, R. J. (2002). Assessment crisis: The absence of assessment for learning. <i>Phi Delta Kappan</i> , 83(10), 758. Stiggins, R. J. (2008, September). Assessment for learning, the achievement gap, and truly effective schools. A presentation at the Educational Testing Service and College Board conference, Educational Testing in America: State Assessments, Achievement Gaps, National Policy and Innovations. Washington, DC.

MEETING	DATE	TOPIC	ACTIVITIES	READING DUE
#4	2/5	Assessment before, during, and after instruction: How preparation and diagnostics can help all students	<ul style="list-style-type: none"> • Views and functions of pre-assessment • Uncovering misconceptions • Reflecting on classroom pre-assessment use 	<p>Guskey, T. R., & McTighe, J. (2016). Pre-assessment promises and cautions. <i>Educational Leadership</i></p> <p>Huinker, D., & Freckmann, J. (2009). Linking principles of formative assessment to classroom practice. <i>Wisconsin Teacher of Mathematics</i>, 60(2), 6-11.</p> <p>Ruiz-Primo, M. A., & Furtak, E. M. (2006). Informal formative assessment and scientific inquiry: Exploring teachers' practices and student learning. <i>Educational Assessment</i>, 11(3 & 4), 205-235.</p>
#5	2/12	Reinforcing instruction with low-stakes assessments: The impact of feedback and grading in the classroom	<ul style="list-style-type: none"> • The debate over the role of homework • Other issues in grading 	<p>Black, P., & Wiliam, D. (2010). Inside the black box: Raising standards through classroom assessment. <i>Kappan Classic</i>.</p> <p>Marzano (2007). "Homework."</p> <p>Guskey, T. R., & Jung, L. A. (2016). Grading: Why you should trust your judgement. <i>Educational Leadership</i>.</p>
		- No Lecture – President's Day		
#6	2/26	Assessment Literacy: Characteristics of high quality assessments, items, and rubrics	<ul style="list-style-type: none"> • Continuing to explore issues in grading • Characteristics of effective items and rubrics • Concerns of reliability and validity 	<p>Brookhart. S. (2013). The use of teacher judgement in summative assessment.</p> <p>Black, P., Harrison, C., Hodgen, J., Marshall, B., & Serret, N. (2010). Validity in teachers' summative assessments.</p> <p>Plake, B. S., Impara, J. C., & Buckendahl, C. W. (2004). Technical quality criteria for evaluating district assessment portfolios used in the Nebraska STARS.</p>

MEETING	DATE	TOPIC	ACTIVITIES	READING DUE
#7	3/5	<i>Assessment Literacy:</i> Standardized assessments, achievement gaps, and associated challenges		ETS (2010). Thoughts on an Assessment of Common Core Standards. Murphy, J. (2009). Closing achievement gaps: Lessons from the last 15 years. <i>Kappan</i> . Gutierrez, R. (2008). A “gap-gazing” fetish in mathematics education? Problematizing research on the achievement gap. <i>Journal for Research in Mathematics Education</i> , 39(4), 357-
	3/12	No Lecture – Spring Break		
#8	3/19	<i>Assessment Literacy:</i> Norm, criterion referenced, and standards-based assessments		Marzano, R. (2007). Establishing learning goals. Ainsworth, L. (Year). Common formative assessments: How teacher teams intentionally align standards, instruction, and assessment. Robertson, K. (2016). A lesson for taking. <i>Educational Leadership</i> .
#9	3/26	<i>Modified Lecture (Tentatively)</i> <i>Content Area Talks with Guest Faculty</i>		*No Reading Reaction Paper Due* Content Area Readings (to be selected at a later date)
	4/2	No Lecture – Observation of the Easter Holiday		

MEETING	DATE	TOPIC	ACTIVITIES	READING DUE
#10	4/9	<i>Analytical skills and Instructional Decision-making (Part I):</i> Analyzing Student Data: Technical characteristics of data	<ul style="list-style-type: none"> • Step-by-step item analysis • Reflection on instructional choices, and planning for future instruction 	<p>Konold, K., Miller, S. P., & Konold, K. B. (2004). Using teacher feedback to enhance student learning. <i>Council for Exceptional Children</i>, 36(6), 64-69.</p> <p>Fisher & Frey (2009). Feed- up, back, forward. <i>Educational Leadership</i>, 67 (3) 20-25.</p>
#11	4/16	<i>Assessment Literacy:</i> Assessing Performance Tasks	<ul style="list-style-type: none"> • Unpacking performance assessments 	<p>Anderson, R. S. (1998) Why talk about different ways to grade? The shift from traditional assessment to alternative assessment. <i>New Directions in Teaching and Learning</i>, 74.</p> <p>Kuhn (2007).</p>
#12	4/23	<i>Analytical skills and Instructional Decision-making (Part II):</i> Translating data to Instructional decisions by identifying student needs	<ul style="list-style-type: none"> • Response to Intervention Overview <p>http://www.rtinetwork.org/high-school</p>	<p>Brimijoin, K., Marquissee, E., & Tomlinson, C. A. (2003). Using data to differentiate instruction. <i>Educational leadership</i>, 60(5), 70-73.</p> <p>Allan, S. D., & Goddard, Y. L. (2010). Differentiated instruction and RtI: A natural fit. <i>Educational Leadership</i>, 68(2), 1.</p>
#13	4/30	Final Discussion	<ul style="list-style-type: none"> • Final discussion and course synthesis • Course evaluations • Showcase final project drafts 	*No Reading Reaction Paper Due*

Course Assessments (Details)

ASSIGNMENT #1: Weekly Reaction Paper Assessment Criteria

Your weekly submissions will be assessed on the following:

1. Complete and thorough discussion of major themes or ideas related to the assigned reading. (Not to exceed 2 double-spaced pages with 1-inch margins, and 12-inch font.)
2. The content of your reaction should be thoughtful, demonstrating effort to understand the reading and make sense of the ideas put forth. Your reaction may include questions or points of contention as long as they are explored in your discussion.
3. In order to synthesize these materials prior to our class meeting it is imperative that your submission is received, by email, on time (no later than 9 AM on the day of class).

/ 10 points possible per week (15% of course grade)

Policy Statements and Information

*****Protection of student data:*** For TL 577 you are encouraged to utilize data from your practice in completing various assignments as a way of making the course content more meaningful. When doing so, please make sure you take every precaution to protect students from identification, or the exposure of any information that might be considered sensitive. Please consult the instructor if you have any questions about how to extend this protection.

Campus Emergency: In the event of a major campus emergency, suspension, or closure, the course requirements, deadlines, and grading policies on the official syllabus are subject to change. You will be notified of such changes by email, using the email address you have listed in Blackboard. Please make sure that email address is correct.

Dispositions: Professional dispositions are formally and/or informally monitored throughout the teacher education program. Faculty, instructors and/or cooperating teachers may request a one-on-one meeting with a teacher candidate to discuss areas of strength or concerns. Written documentation of this conference may be included in the candidate's permanent file. Specific procedures are delineated on the form, Professional Dispositions for UND Teacher Education.

Disability Services for Students: UND recognizes its responsibility for making reasonable accommodations/adjustments to ensure there is no discrimination on the basis of disability, as established under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. (See p. 16 of 2013-2015 UND Catalog for complete policy statement.) If you plan to request disability accommodations you are expected to register with Disability Support Services. For more information, contact DSS or check the DSS web site at: <http://www.und.edu/dept/dss/>.

Essential Abilities Requirements: Essential abilities are academic performance requirements that refer to those physical, cognitive, and behavioral abilities required for satisfactory completion of all aspects of the teacher education curriculum and the development of personal attributes required for professional licensure. The candidate must possess or be able to gain these abilities with or without reasonable accommodation.

The essential abilities required by the curriculum are reflected by competencies in the following areas: communication, intellectual, behavioral, social, motor, and sensory. (Handbook for Student Teaching, p.17)

Reasonable accommodations will be afforded to student teachers with disabilities as required under the Americans with Disabilities Act of 1990. Students who can no longer perform the essential functions of teacher candidates must report that to the Director of Teacher Education and suggest any accommodations that they think will enable them to perform as teacher candidates. The director will then determine if the suggested accommodations are reasonable or if there are any other reasonable accommodations that can be made. If accommodations cannot be made, the students will not be able to remain in the teacher education program.

College of Education & Human Development Academic Concerns and Grievance Process

Policy: The grievance process can be found on the web at <http://education.und.edu/files/docs/academic-concerns.pdf>.

*****Please note:*** The syllabus is subject to change by your instructor as needed to enhance the learning of the students enrolled in the course.

It is the student's responsibility to initiate and advance the grievance.

For a grievance regarding the Teacher Education program requirements, students must be appeal directly to Dr. Anne Walker, Associate Dean for Teacher Education at 701-777-3162 or email her at anne.walker@und.edu.

Non-discrimination statement: *As part of its commitment to providing an educational environment free from discrimination, UND complies with Title IX of the Education Amendments, which prohibits discrimination and harassment based upon sex in an institution's education programs and activities. Title IX prohibits sexual harassment, including sexual violence, of students at UND-sponsored activities and programs whether occurring on-campus or off-campus. Title IX also protects third-parties, such as visiting student athletes, from sexual harassment or violence in UND's programs and activities and protects employees from sexual harassment and discrimination. Prohibited harassment includes acts of verbal, nonverbal or physical aggression, intimidation or hostility based on sex, even if those acts do not involve conduct of a sexual nature; sex-based harassment by those of the same sex; and discriminatory sex stereotyping. UND will take prompt action to investigate and resolve reports of sexual harassment or sexual violence in accordance with Title IX. UND's Title IX coordinator is Donna Smith, Director of Equal Employment Opportunity/Affirmative Action, 401 Twamley Hall, 264 Centennial Drive Stop 7097, Grand Forks, ND 58202-7097, 701-777-4171, donna.smith@und.edu. Retaliation against any person who initiates an inquiry or complaint or participates in the investigation of a complaint is prohibited. Such conduct will be further cause for disciplinary action.*

Brief Information about reporting: *Any student who has been impacted by sexual violence (sexual assault, domestic violence, dating violence, stalking) or gender-based misconduct is encouraged to report and seek appropriate resources on campus. Please contact the Title IX Coordinator (Donna Smith, donna.smith@und.edu or 701-777-4171) to discuss your options. To view the policy and additional resources, please visit: <http://und.edu/finance-operations/university-police/sexual-violence-programs.pdf>.*

How to seek help when in distress: *We know that while college is a wonderful time for most students, some students may struggle. You may experience students in distress on campus, in your classroom, in your home, and within residence halls. Distressed students may initially seek assistance from faculty, staff members, their parents, and other students. In addition to the support we can provide to each other, there are also professional support services available to students on campus through the Dean of Students and University Counseling Center. Both staffs are available to consult with you about getting help or providing a friend with the help that he or she may need. For more additional information, please go to <http://und.edu/und-cares/>.*

Faculty reporting obligations regarding sexual violence: *Classroom discussions or assignments*

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may lead a student to disclose information about an incident of sexual violence that occurred recently or in the more distant past. It is important for students to understand that faculty are required by federal law to report to the Title IX Coordinator any incidents of sexual violence they become aware of, even if those incidents occurred in the past or are disclosed as part of a class assignment. Reporting the incident does not mean an investigation will occur if the student does not want that, but it does allow UND to provide resources to help the student continue to be successful at UND. If you have been the victim of sexual violence, you can find information about confidential support services at <http://und.edu/affirmative-action/title-ix>.