Mayville State University

EDUC 422 – Educational Assessment (2 credits)

Instructor:	Carly.Theis
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Hours of Availability:	(M,W) 9:30-11:30 (T,TH) 9:30-11:30, 1:30-3:00 (F) By Appointment
LMS:	Blackboard
Class Meeting:	Education Rm 114 Thursdays 4:30 p.m.-6:20 p.m.
Instruction Mode:	On-Campus Face- to -Face

COURSE DESCRIPTION

The focus of this course is for teacher candidates to understand and use a range of planning tools for desired learning results and multiple sources of evidence of student learning. Beginning with the identification of learning goals and purpose for assessment, candidates will: (1) diagnosis diverse student needs, (2) learn to use formative assessment and feedback, (3) critique existing assessment tools, (4) design, adapt and select a range of multiple evaluation, (5) use technology to support assessment practices, (6) communicate standards-based results, and (7) use assessment results to improve the teaching and learning process through data-based decision-making. Pre-Req. Admission to Teacher Education, Junior standing, and "C" or better in EDUC 290.

PURPOSE OF THE COURSE

The main purpose of this course is to further prepare teacher candidates on a variety of assessment techniques and to develop skills in test creation, interpretation, and analysis. Teacher candidates will also use assessment data to plan instruction and interventions. This course will prepare teacher candidates to be effective educators within K-12 public and private school settings where diverse assessment practices take place. **A minimum grade of a "C" or higher in required in this course to graduate from Mayville State University's Teacher Education Program.** Course objectives are aligned to InTASC standards, found below:

	Interstate New Teacher Assessment and Support Consortium Standards (InTASC)
1	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.
2	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
3	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.
4	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.
5	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.
6	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.
7	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.
8	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.
9	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.
10	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.

Source: Council of Chief State School Officers, 2013.

CONCEPTUAL FRAMEWORK

Our conceptual framework at Mayville State is *The Reflective Experiential Teacher*. It is based upon a belief that pre-service teachers develop abilities to reflect on current research findings, essential and theoretical knowledge, and appropriate teaching strategies and practices through experience. Application requires learning how to reflect, to question, and test hypothesis, while experiential practices engage students in a variety of clinical, field-based opportunities in which to employ and assess their instructional abilities.

COURSE OBJECTIVES

1. Articulate clear learning objectives that are congruent with both content and depth of thinking implied by standards in such a way that they are attainable and assessable (INTASC 4 & 5).
2. Demonstrate an understanding of research based best practices in assessment (INTASC 6).
3. Use a range of evaluation options available and understand the purposes and uses of each (INTASC 2 & 6).
4. Explain the importance of maintaining high professional standards for assessment practices along with the responsibilities of the profession for developing and utilizing assessment tools (INTASC 3, 4 & 9).
5. Critique evaluation tools for quality and develop skills in creating assessment tools (INTASC 6).
6. Provide evidence of the ability to develop assessments which support diverse learners (INTASC 1, 2 & 6).
7. Provide reflective, constructive, and evaluative comments to peers (INTASC 9 & 10).
8. Interpret norm referenced scores and analyze statistical data (INTASC 6 & 7).
9. Use evaluation results to make instructional decisions about learning goals (INTASC 5, 6, 7 & 8).
10. Increase knowledge of data utilization and the stages that make up a complete data utilization cycle (INTASC 6).
11. Improve attitudes towards data utilization (INTASC 6).

PROGRAM STUDENT LEARNING OUTCOMES ADDRESSED IN THIS COURSE

Please refer to the MSU Student Learning Outcome document on Blackboard to view the highlighted SLO's applicable to this course for your program of study. The document has an index so you can quickly find the degree you are pursuing. As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course will be assessed in future semesters. MSU EPP Key Assessment addressed in this course: Evaluation Project.

COURSE IMPROVEMENTS BASED ON MOST RECENT ASSESSMENT FINDINGS

This class was evaluated Fall 2015 reviewing the evaluation project that demonstrates student learning outcomes towards understanding, creating and evaluating multiple types of assessments. The use of instructor guidance and collaborative discussions on the project will continue as a support for the completion of the courses major assignment.

REQUIRED COURSE MATERIALS

- Wormeli, Rick (2006). *Fair Isn't Always Equal*. Portland, ME: Stenhouse Publishers.
- Gareis, C., Grant, L. (2015) *Teacher-Made Assessments*. New York, NY: Routledge.
- TaskStream 3-year Subscription (used throughout the MSU Teacher Education program)

RECOMMENDED COURSE MATERIALS

- Nitko, A. & Brookhart, S. (2015). *Educational assessment of students* (7th ed.). Boston, MA: Allyn & Bacon.
- Reeves, A. (2011). *Where great teaching begins: Planning for student thinking and learning.* Alexandria, VA: ASCD.
- Waugh, K, & Gronlund, N. (2013). *Assessment of student achievement* (10th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

INSTRUCTIONAL STRATEGIES

Active Participation	Data Interpretation	Demonstration
Direct Instruction	Discussion	Exam construction
Guided Practice	Inquiry	Interactive lecture
Modeling	Multimedia presentations	Project-based learning
Questioning	Reflection	

INSTRUCTIONAL TECHNOLOGIES UTILIZED IN THIS COURSE

- TaskStream, Blackboard, and Tegrity

LEARNING EXPERIENCES

Teacher candidates will participate in the following learning experiences:
1. Research a variety of assessment types, critique them, and generate their own assessments.
2. Complete assessment modules designed for pre-service and in-service teachers to improve attitudes towards data utilization.
3. Communicate an understanding of research-based assessment practices through peer and self-reflection.
4. Read all assignments prior to class, including chapters as noted, research articles, etc.

5. Assignments will be given via the Detailed Schedule OR in class. Submit all assignments in the LMS on designated due dates

INSTRUCTOR EXPECTATIONS

Below, you will find several guidelines to help create successful learning experiences:
- **Read the syllabus in its entirety**. Knowing what is planned ahead is helpful for time management and allows you time to ask questions if you need any clarification.
- **Be prepared and complete assignments.** To successfully complete this course, all students are required to read and view all videos and complete assignments pertaining to each of the weekly modules. Weekly Modules open on Sundays at 8:00 a.m. and all assignments are due the following Saturday by midnight. Peer feedback will be given on several assignments and teacher candidates have until the Wednesday after the assignment was due (Saturday) to provide feedback to their peers. If you miss the submission deadline, you will be required to submit your assignment via email to the course instructor in addition to uploading it to Blackboard. The responsibility for your learning is shared by both student and instructor. Knowing what is planned and being ready with assignments and discussion topics allows you time to ask questions and complete your best work. Check for assignment due dates and other scheduled learning experiences so you can plan accordingly. Assignments are to be submitted electronically using Blackboard since the assignments route directly to the Gradebook. Always follow the submission guidelines. If assignments are not submitted by due dates and the instructor is not notified, a Starfish flag will be raised to alert you of your missing assignment.
- **Participate**. To be successful in this e course, your participation is required. Participation in this learning environment includes taking part in class discussions as well as turning assignments in on time. Participation will result in stronger connections to theory and practice, adding to the quality of your learning experience. Check your MSU email and Blackboard for assignments and announcements.
- **Software Requirements:** Updated versions of Firefox, Flash Player, Adobe Reader, Quicktime, and Java. Students need MS Office or Viewers for PowerPoint and Word or Google Docs to view and create documents. All assignment documents need to be submitted as either a Word document or a PDF.
- **Be flexible, take risks, and ask questions!** In teaching, flexibility is the name of the game. While teachers need to be over-prepared in terms of instruction and assessment, they also need to be flexible and responsive to students' needs. The same is expected of you in this course. Be flexible, take risks, and ask questions! You are responsible for your own learning.
- **Adhere to the code of student conduct** found in the MSU Student Handbook: http://www.mayvillestate.edu/about-msu/more-info/reports-policies/. Each student is responsible for reading the handbook and following expectations set forth by the University.
- **Disability Support Services**. Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Disability Support Services (788-4675) as soon as possible to ensure that accommodations are implemented in a timely fashion.

INSTRUCTOR/STUDENT COMMUNICATION

Communication with the instructor: If possible, please email me at carly.theis@mayvillestate.edu if you have any questions or would like to set up a time to meet if you can't make it to office hours. E-mail is the best way to get ahold of me. I usually respond within 24-48 hours during weekdays. If you wish to contact me by telephone, please use my office number: 701-788-4821. I will use Blackboard to post messages to all learners if needed. <u>You are required to use your NDUS email address as it is the only way to ensure reliable communication between students and instructors.</u> You can expect to hear feedback regarding weekly assignments within one week of submission. Larger projects can take longer to review so expect feedback within 2 weeks of submission. Review the weekly announcements in Blackboard for specific information related to when you can expect feedback.

STARFISH

This class will participate in Starfish Early Alert and Connect, which promotes student success through coordination and communication among students, instructors, advisors, and campus support service departments. If I observe that you are experiencing difficulties in the course (attendance concerns, low test scores or participation, in danger of failing, etc.), I may send an email to your mayvillestate.edu email account through the Starfish system. My message will tell you about my concerns and the next steps to take to resolve the issue. Your advisor, the Director of Student Success, and/or I will work with you to create success strategies to address any difficulties you are having. In addition, if I observe that you are doing well in my course, you may also receive "kudos" from me acknowledging your efforts.

Starfish may involve taking advantage of various campus support services, such as academic tutoring or advising. If I recommend that you use campus support services, I, your advisor, or the Director of Student Success will redirect you to that support office so they will be better prepared to assist you. Starfish provides essential notices by email, so please check your mayvillestate.edu account frequently and respond quickly if you receive an email from Starfish.

Please see the Starfish webpage for additional details: https://mayvillestate.edu/academics/starfish/.

EVALUATION – GRADING SYSTEM

Evaluation in this course will consist of the components outlined below. Rubrics and checklists will be used to grade most assignments. The instructor will review assignments and due dates as class proceeds. It is the learner's responsibility to meet assignment deadline dates. This demonstrates the learner's ability to acknowledge dispositions required for teacher candidates. This course adheres to the following grading scale: A= 94 – 100%, B= 87 – 93%, C= 80 – 86%, D= 70-79%, F= < 70%.

Assignment	Points	Due Date
Assessment Modules (13 modules x 5 points each)	65	Check course outline for submission deadlines
Weekly Activities (14 activities x 10 points each)	140	Check course outline for submission deadlines
Evaluation Project	100	July 14 at midnight
Total	305	

The percentage to point conversion table for all assignments in EDUC 422 can be found below:

A= 94 – 100%	→	286 – 305 points
B= 87 – 93%	→	265 – 285 points
C= 80 – 86%	→	243 – 266 points
D= 70 – 79%	→	214 – 242 points
F= < 70%	→	0 – 213 points

Assessment Modules (65 points)
Check course outline for submission deadlines

The modules will be run out of a separate learning management system called Buzz. Specific log in information for each student will be sent your way in the first week of class. To receive full 5 points for each Module, you will need to 1) upload a

screenshot that shows your module completion (3 points), 2) write one sentence that summarizes what you learned from the module (1 point), and 3) list one question you still have about assessment after completing the module (1 point). In the assessment modules, teacher candidates will learn data literacy and inquiry methods necessary for effective data utilization within a K-12 school setting. They will demonstrate knowledge and skills through a series of interactive simulations that address a variety of data utilization purposes, such as identifying strengths and weaknesses for a group of students, monitoring progress toward an end-of-year goal for an individual student, and differentiating instruction. Overall, there are 13 modules. Modules 1-4 address foundational knowledge essential for effective data utilization. Modules 5-13 are hands-on scenarios representing specific data use purposes in education. Statewide Longitudinal Data System (SLDS) data use standards have been identified and goals have been established for each part of each module.

Weekly Activities (140 points)
Check Blackboard for Weekly Activity descriptions

You will be completing assignments, giving self and peer feedback, participating in online discussions, and completing other interactive activities to engage in class each week. Your participation is essential to your learning and the learning of others; making this course interactive and engaging will assist in the learning process. Your final project will be created by combining several weekly activities. Check Blackboard for specific Weekly Activity descriptions and evaluative methods.

Evaluation Project (100 points)
Due on or before: Dec. 11

Teacher candidates will critique and create a variety of assessments (e.g., diagnostic, formative, summative, standardized, performance, rubric, checklist, and portfolio). Students will be given samples of each assessment which they will critique using the criteria established in the assignment description and rubric and through assigned readings. Students will also create each type of assessment (with the exception of a standardized assessment). This creation task will be focused around a textbook chapter appropriate to the grade and subject area in which future teaching will occur. Although, the project should be submitted as one completed project (i.e., one file), it will be completed in small segments over the course of the semester. Your task will be to put it all together for the final Evaluation Project. Teacher candidates will peer and self-evaluate using the rubric shared on Blackboard.

STUDENT SUPPORT

Support is available to students for academic and/or personal concerns. Students should refer to the student handbook for an explanation of services available and policies and procedures that have been established for student support. The instructor will help find resources necessary to aid in student success.

IMPORTANT STUDENT INFORMATION

"Important Student Information" can be found in your Blackboard course shell.
- Academic Grievance Concerns and Instructor English Proficiency
- Starfish - Student Success System
- Students with Documented Disabilities
- Academic Honesty
- Emergency Notification
- Continuity of Academic Instruction for a Pandemic or Emergency
- Family Educational Rights and Privacy Act of 1974 (FERPA)
- Diversity Statement

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REFERENCES

Council of Chief State School Officers. (2013). Interstate teacher assessment and support consortium InTASC: *Model Core Teaching Standards and Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development*. Washington, DC: Author.

Mayville State University (2013). "Student Handbook/Student Code of Conduct". Retrieved from http://www.mayvillestate.edu/about-msu/more-info/reports-policies/.

COURSE OUTLINE – EDUC 422 Online

The following is a tentative schedule and may be subject to change. Weekly readings and assignments will be posted on Blackboard as well.

Week	Dates	Topics	Readings	Due
1-2	Aug 21-Sept 3	• Introductions • Course Overview • Assessment Modules		• Introduction Activity
		• Differentiated Instruction & Assessment • Assessment vs. Evaluation	Wormeli Ch. 1	• Weekly Activity: Climb that Tree • Module 1 Upload
3-4	Sept 4- 17	• Backwards Design • Standards • Table of Specification	Wormeli Ch. 3 Fives & DiDonato-Barnes (2013) article	• Weekly Activity: Table of Specification • Module 2 Upload
		• Types of assessment overview • Preview Evaluation project	Wormeli Ch. 5	• Weekly Activity: Assessment Matrix • Module 3 Upload
5-6	Sept 18-Oct 1	• Diagnostic Assessments	Wormeli pp. 25-26 Diagnostic Fact Sheet	• Weekly Activity: Diagnostic Critique/Creation • Module 4 Upload
		• Formative Assessments	Wormeli pp. 28-29 Formative Fact Sheet	• Weekly Activity: Formative Critique/Creation • Module 5 Upload
7-8	Oct.2-15	• Summative Assessments • Modified Summative Assessments	Wormeli p. 27 Wormeli Ch. 6	• Weekly Activity: Summative Critique/Creation • Module 6 Upload
		• Standardized Tests	Wormeli pp. 30-31 Standardized Fact Sheet	• Weekly Activity: Standardized Critique • Module 7 Upload
9-10	Oct. 16-29	• Performance Assessments	Performance Fact Sheet	• Weekly Activity: Performance Critique/Creation • Module 8 Upload
		• Rubric	Wormelli pp. 44-51 Rubric Fact Sheet	• Weekly Activity: Rubric Critique/Creation • Module 9 Upload
11-12	Oct.30-Nov.12	• Portfolios	Wormeli pp. 43-44 Portfolios Fact Sheet	• Weekly Activity: Portfolio Critique/Creation • Module 10 Upload
		• Checklists	Checklist Fact Sheet	• Weekly Activity: Checklist Critique/Creation • Module 11 Upload
13-14	Nov.13- 26	• Defining Grading and Effort, Attendance, Behavior	Wormeli Ch. 7 & 8	• Weekly Activity: Advice Column • Module 12 Upload
		• Issues with Grading	Wormeli Ch. 9 & 11	• Weekly Activity: Pros and Cons Padlet • Module 13 Upload
15-16	Nov.27-Dec.11	• Evaluation Project		• Evaluation Project DUE
		• Gradebooks and report cards		• Weekly Activity: Putting It All Together • **ALL** assignments due by midnight on Dec.11!