

# Mayville State University

## EDUC 422 Educational Assessments

Fall 2025  
2 Credit Hours

### Course and Instructor Information

**Instructor Name:** Karissa Hanson

**Contact Information:**

Office: Education 116R

Email: karissa.hanson@mayvillestate.edu

Work phone: 701-788-4813

**Hours of Availability:**

Please email for availability

**Instructional Mode:** On Campus

**Course Dates:** August 25, 2025- December 19, 2025

**Time Zone:** All times indicated throughout this syllabus reflect Central Time (CT).

**Meeting Times and/or Location:** Mondays and Wednesdays from 3:00-3:50 PM in Education, Room 122

### Course Materials and Technologies

#### Required

#### [MSU Technology Requirements](#)

- Burke, K (2010). *Balanced assessments: from formative to summative*
- Wormeli, Rick (2018). *Fair Isn't Always Equal*. (2<sup>nd</sup> ed.) Portland, ME: Stenhouse Publishers.
- TaskStream Subscription (Only for Degree Seeking Students in the MSU Teacher Education Program)

### Use of Artificial Intelligence in this Course

All work submitted in this course must be your own. Contributions from anyone or anything else- including AI sources, must be properly quoted and cited every time they are used. Failure to do so constitutes an academic integrity violation, and I will follow Mayville State's policy in those instances.

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## 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-/Co-requisites:** Admission to Teacher Education, Junior standing, and "C" or better in EDUC 290.

## Conceptual Framework

Teacher Education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See the document 'Conceptual Framework' provided in the course shell.

## INTASC – Teacher Education

This course utilizes the [IntASC standards](#) (beginning on page 8) which guide our preparation of teachers.

## Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Early Childhood, Elementary, Special Education, English, Health, Math, Physical Education, Science, and Social Science Education Program Approval Standards through North Dakota's Education Standards and Practices Board ([ND ESPB](#)\*):

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).

\*See specific standards alignment at the end of the syllabus.

## Instructional Strategies

- Student/teacher-led learning experiences
- Direct instruction
- Student presentations/demonstrations
- Cooperative learning activities
- Critical and creative thinking strategies
- Class/online discussions

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- Multi-media, current educational technologies
- Teacher modeling
- Experiential learning
- Simulation and inquiry activities
- Written and oral communication
- Assigned readings
- Reflective journaling

## Course Expectations

Below, you will find several guidelines to help us create successful learning experiences:

- Read the syllabus in its entirety. Knowing what is planned is helpful for time management and allows you time to ask questions if you need any clarification. **Syllabus is subject to change at instructor's discretion.**
- Be prepared and complete assignments. 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. When uploading assignments, make sure your instructor can open them. Assignments are to be submitted electronically using Blackboard since the assignments route directly to the Gradebook. Always follow the submission guidelines. Assignments are to be typed and submitted in a Word document or PDF.
- Reading assignments- it is imperative that you have completed all preparations for each week of study. Thoroughness of online discussions and weekly assignments demonstrate weekly preparation. Adhering to the reading materials for content information is critical for discussions and class activities. In addition, content from the reading assignments will be referenced in online discussions or quizzes as text evidence.
- Attend class and participate. To successfully complete this course, your attendance and active participation are required. Participation in classroom discussions, group project demonstrations, and interactive activities will result in stronger connections to theory and practice, adding to the quality of your learning experience.
- Use technology appropriately. Laptops, tablets, and other devices should not be used during class unless they are used for class work. In addition, cell phones should be turned off/vibrate and should not be a distraction during class.
- 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. You are responsible for your own learning.
- Adhere to the code of student conduct found in the [MSU Student Handbook](#). Each student is responsible for reading the handbook and following expectations set forth by the University. This involves academic honesty. As you conduct research and start reporting findings, it is important to properly cite and reference others' work. It demonstrates honesty and trustworthiness, and violations include copying another student's assignment, having another student complete your work, using an author's ideas or words without proper citations. Contact the instructor with questions.
- Students with disabilities who believe they may need an accommodation in this class are encouraged to contact **Disability Support Services** (788-4675) located in Classroom Building, CB 109 as soon as possible to ensure that accommodations are implemented in a timely fashion. Support is available for

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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.

- Writing expectations: Being able to express one's thoughts in a clear and well thought out manner is held in high regard in this course. It is suggested that students have their work proofread by a reliable person or that they access MSU Writing Center for assistance with their writing.
  - Students who have difficulties in professional writing are encouraged to contact the Writing Center at 701-788- 4899, in the library or email the coordinator to receive assistance in skill development. Students who have difficulty with grammar, spelling, punctuation, sentence structure, and/or organization are strongly encouraged to take advantage of this opportunity.
  - APA format: Any papers that include research references must include a working bibliography in (American Psychological Association) APA format.

## Instructor/Student Communication

Students are accountable for all academic communications sent to their Mayville State University email address. You are required to use your Mayville State University/NDUS email address as it is the best way to ensure reliable communication between students and instructors. If you have questions for me or would like to set up a time to meet, please email me at karissa.hanson@mayvillestate.edu. Email 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: 701-788-4813. I will use Blackboard to post messages to all learners if needed.

## Assignments and Assessments

### **Quizzes (50 points)**

There will be a variety of quizzes assigned to go along with readings in the course. The points per quiz vary. The purpose of the quizzes is to help focus your attention on important parts of the readings. It is encouraged to take the quizzes while you read. Be sure to cite and reference your readings on any short answer questions. If you do not cite where you found your information, you will not get credit for the question. Quizzes cannot be taken after the original due date.

### **Exit Tickets (10 points)**

You will complete exit tickets throughout the semester as part of your participation in this course. Exit tickets provide the instructor with checks for understanding and provide learners with opportunities to reflect on their learning. Missed exit tickets cannot be made up unless they are formally excused (university-sponsored, military, etc. at the discretion of the instructor). You will receive 10 points for submitting all exit tickets and one point off per exit ticket that you miss.

### **Assessment Break-Up Letter (10 points)**

The goal of this assignment is to allow you to reflect on an assessment that you have dreaded in the past and to realize that the assessment itself is not bad, but perhaps how the assessment was administered had a negative impact on you.

### **Formative Assessment Creation (10 points)**

You will have the opportunity to create both an informal formative and a formal formative assessment. You will then reflect on how you will use these assessments to make instructional decisions in your classroom.

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## **Data Literacy Assignment (10 points)**

Data literacy is an important component of this course and your role as a teacher. Being able to gather, analyze, interpret and make decisions based on data is important for effective instruction. This assignment allows you to practice analyzing, interpreting and making decisions based on a set of data.

## **Grading Philosophy Discussion (10 points)**

We will spend time exploring different grading philosophies throughout this course. You will then spend time reflecting on your own grading philosophy and discussing your philosophy with your peers.

## **Analyzing Standardized Test Data and Reflection Assignment (20 points)**

You will have the opportunity to practice analyzing standardized test data from a first-grade math standardized test. This practice is essential to prepare yourself for the key assessment in this course. After analyzing the first-grade math data, you will reflect on the process and implications of analyzing standardized tests.

## **Key Assessment (50 points)**

The key assessment in this course consists of analyzing standardized test data for a third-grade grammar test. More detail on the key assessment will be provided on the Blackboard course shell. **You will not be able to receive a “C” (80%) or higher in this course if you do not complete the key assessment in its entirety.**

## **Standardized Test Creation (10 points)**

The goal of this assignment is for students to create a standardized test aligned to an assigned standard that follows the criteria of effective standardized tests.

## **Accommodated Standardized Test Creation (10 points)**

The goal of this assignment is for students to showcase what they have learned about accommodating standardized tests by creating an accommodated version of the standardized test they have previously created.

## **Performance Assessment Creation (30 points)**

The goal of this assignment is for students to use their knowledge of performance assessments to create a performance assessment aligned to an assigned standard. Students will also create a rubric and checklist to go with their performance assessment.

## **Pre-Assessment Creation (10 points)**

The goal of this assignment is for students to create a pre-assessment aligned to an assigned standard that demonstrates an understanding of the characteristics of effective pre-assessments.

## **Standards-Based Grading and Proficiency Scales Reflection Assignment (10 points)**

The goal of this assignment is for students to reflect on their learning surrounding standards-based grading and proficiency scales.

## **Final Exam (25 points)**

The final exam in this course covers the various topics covered throughout the semester.

## **Evaluation and Grading**

Evaluation in this course will consist of the components outlined below. The instructor will review assignments and due dates as class proceeds. It is the learner’s responsibility to meet assignment deadlines. **A grade of “C” or higher in this course is required for Teacher Education Program Completion requirements as stated in**

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**the Teacher Education Handbook.** You must complete the key assessment in its entirety to receive a grade of “C” or higher in this course.

## Grading Policies

- It is the student’s responsibility to check due dates for all assignments. Assignments submitted late will be assessed a 10% deduction in points, and assignments submitted more than two weeks late will be assessed a 20% deduction in points.
- **Quizzes cannot be taken after the original due date.** When answering short answer quiz questions, you must cite and reference your readings to receive credit.
- **If you do poorly on an assignment, reach out to me within three days of it being graded. You will be able to use my feedback, correct your assignment, and resubmit it for full credit.** You can expect to hear feedback regarding weekly assignments within 10-14 days of submission. Larger projects can take longer to review so expect feedback within 2 weeks of submission.
- Students are responsible for accessing the information and assignments as they are presented in Blackboard and the syllabus. It is the student’s responsibility to monitor graded assignments. Checking the grade section of Blackboard is the best way to make sure that assignments have been submitted.
- Any student product such as an assignment or assessment that is emailed will NOT receive credit. All assignments or student products are to be uploaded to the appropriate spot in Blackboard in order to receive credit.

## Attendance/Participation Policies

Remember: this class is part of your professional teaching preparation and therefore requires professionalism and active participation of all. This provides each student with teaching practice and reflective feedback. Your attendance is very important. You CANNOT participate if you are NOT PRESENT and **missed exit tickets cannot be made up unless they are formally excused** (university-sponsored, military, etc. at the discretion of the instructor).

## Grading Scale

This course adheres to the following grading scale:

A= 94 – 100%, B= 87 – 93%, C= 80 – 86%, D= 70-79%, F= < 70%.

## Breakdown of Grades

Assignment	Points	Due Date
Quizzes (points vary per quiz)	50	Check Blackboard for Due Dates
Exit Tickets	10	Each class meeting
Assessment Break-Up Letter	10	September 3 <sup>rd</sup> at 3 PM
Formative Assessment Creation	10	September 10 <sup>th</sup> at 3 PM
Grading Philosophy Discussion	10	September 22 <sup>nd</sup> at 3 PM
Data Literacy Assignment	10	September 29 <sup>th</sup> at 3 PM
Analyzing Standardized Test Data and Reflection Assignment	20	October 8 <sup>th</sup> at 3 PM
Key Assessment	50	October 15 <sup>th</sup> in class
Standardized Test Creation	10	October 29 <sup>th</sup> at 3 PM

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Accommodated Standardized Test Creation	10	November 3 <sup>rd</sup> at 3 PM
Performance Assessment Creation (with rubric and checklist)	30	November 24 <sup>th</sup> at 3 PM
Pre-Assessment Creation	10	December 8 <sup>th</sup> at 3 PM
Standards-Based Grading and Proficiency Scales Reflection	10	December 10 <sup>th</sup> at 3 PM
Final Exam	25	December 17 <sup>th</sup> from 2-4 PM
Total Points	265	

## Enrollment Verification

### On Campus Course Statement

The U.S. Department of Education requires instructors to conduct an activity which will validate student enrollment in this course. Class attendance will be used to verify enrollment in on-campus courses. If you do not attend, your enrollment in this course will be at risk.

## Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

## Course Timeline/Schedule

Below is the course timeline and schedule. The course timeline and schedule are subject to change as deemed necessary by the instructor. Readings, quizzes on readings and assignments will be laid out on Blackboard with due dates.

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Week	Topic
1	Introduction and Our Relationship with Assessments
2	Types of Assessments
3	Informal and Formal Formative Assessments
4	Grading Philosophies
5	Data Literacy
6-8	Analyzing Standardized Tests and Key Assessment
9-10	Creating and Accommodating Standardized Assessments
11	Performance Assessments
12-14	Rubrics and Checklists
15	Diagnostic/Pre-Assessments
16	Standards-Based Grading and Proficiency Scales
Final	Final Exam on December 17 <sup>th</sup> from 2-4 PM

## ESPB Program Approval Standards

**Standards Alignment** (Early Childhood, Elementary, Special Education, English, Health, Math, Physical Education, Science, and Social Science Education Program Approval Standards-ND ESPB):

### EARLY CHILDHOOD

- 3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.
- 3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.
- 3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.
- 3d: Build assessment partnerships with families and professional colleagues.

### ELEMENTARY



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- 50015.1b-Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children’s strengths and address their individual needs.
- 50015.3a- Candidates administer formative and summative assessments regularly to determine students’ competencies and learning needs.
- 50015.3b- Candidates use assessment results to improve instruction and monitor learning.
- 50015.3c Candidates plan instruction including goals, materials, learning activities and assessments.
- 50015.3d- Candidates differentiate instructional plans to meet the needs of diverse students in the classroom.
- 50015.3e -Candidates manage the classroom by establishing and maintaining social norms and behavioral expectations.
- 50015.3f- Candidates explicitly support motivation and engagement in learning through diverse evidence- based practices.
- 50015.4a– Candidates use a variety of instructional practices that support the learning of every child.

## **SPECIAL EDUCATION:**

- Component 4.1: Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities.

## **ENGLISH**

- 05020.3.2 Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.
- 05020.4.1 Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.
- 05020.4.2 Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to analyze and respond to student writing in process and to finished texts in ways that engage students’ ideas and encourage their growth as writers over time. Candidates are able to analyze data from standardized and classroom writing assessments and make instructional decisions.
- 05020.4.3 Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students’ writing for different audiences, purposes, and modalities.

## **HEALTH**

- Component 4.a: Candidates analyze and select assessment strategies, tools and technologies to determine their appropriateness for enhancing learning among all students.
- Component 4.b: Candidates implement a variety of formative and summative assessments that measure and monitor student progress, and that accommodate the diverse needs of all learners.

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- Component 4.c: Candidates use assessment data to plan instruction, analyze student learning, reflect on implementation practices, provide meaningful feedback and adjust units and lessons so they meet the diverse learning needs of all students.

## **MATHEMATICS**

- 11010.7 Content Pedagogy: The program requires that the teacher candidate is able to successfully implement a variety of instructional strategies. The candidate demonstrates the following: a) Applies knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains. b) Analyzes and considers research in planning for and leading students in rich mathematical learning experiences. c) Plans lessons and units that incorporate a variety of strategies and mathematics specific instructional tools to promote conceptual understanding and procedural proficiency. d) Provides students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace. e) Implements techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies.

## **PHYSICAL EDUCATION**

- 1.a Describe and apply common content knowledge for teaching preK-12 physical education.
- 1.b Describe and apply specialized content knowledge for teaching preK-12 physical education.
- 2.a Plan and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education.
- 3.e Analyze motor skills and performance concepts through multiple means (e.g., visual observation, technology) in order to provide specific, congruent feedback to enhance student learning.
- 4.a Select or create authentic, formal assessments that measure student attainment of short and long-term objectives.
- 4.b Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.

## **SCIENCE**

- 13047.3 Inquiry The program requires study of the processes of science common to all scientific fields.
- 13047.6 Curriculum The program provides candidates with information necessary to identify, evaluate, and apply a coherent, focused science curriculum that is consistent with state and national standards for science education and appropriate for addressing the needs, abilities and interests of students.
- 13047.7 Assessment The program prepares candidates to use a variety of performance assessment strategies to evaluate the intellectual, social, and personal development of the learner in all aspects of science.
- 13047.8 Environment for Learning The program prepares candidates to design and manage safe and supportive learning environments in the classroom, laboratory, and field. The program reflects high expectations for the success of all students.
- 13047.10 Technology The program requires the study of current, appropriate instructional technologies. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

## **SOCIAL SCIENCE**

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- 15035.6 The program requires the study of current, appropriate instructional technology.