



CIED 5393: Assessment of Learning Development Spring, 2018

CIED 5393 is a course for the Master's in Curriculum & Instruction and a required course for the Alternative Certification Program (Post-Bac).

College of Education, Department of Curriculum & Instruction

Instructor: Dr. Lisa Brown
TEC 224
P.O.Box 2119/SHSU
Huntsville, Texas 77341
Office: 936-294-4038
E-mail address: jlb110@shsu.edu
Office hours: by appointment

Day and time the class meets: Online

Location of class: Online via SHSU Online (Blackboard)

Course Description: The focus of this course is research in current literature on strategies for the analysis of student work designed to improve instruction and student success. Students will develop skills in the use of a wide range of assessment strategies.

As such, this course is primarily designed around the text *Classroom Assessments **for** Student Learning: Doing it Right-Using It Well*. Participants in this course will become well informed on the processes and procedures that focus on assessment for and of learning as a means to inform instruction, gauge student progress and achievement, and increase and deepen student learning and growth.

In particular, the course is broken into three sections, each with sub-sections that will help students meet the course outcomes. The three sections are: (1) Principles of Assessment for Learning and Assessment Quality, (2) Assessment Methods, (3) Communicating Assessment Results. In addition, this course will further prepare the teacher candidate to develop and implement a Teacher Work Sample (TWS) during the internship semester.

Course Outcomes

Participants in this course will:

- Differentiate among the information needs of the various users of classroom assessments, especially students.
- Understand the importance of and know how to frame learning targets to underpin sound

classroom assessment, including student-friendly versions of achievement standards

- Assess student achievement accurately on all occasions by knowing how to select and develop classroom assessments that fit each unique context, involving students in self-assessment when appropriate
- Understand how to manage and communicate assessment results, again, involving students when appropriate and in ways that promote learning.

Textbook: Stiggins, R. J. et al. (2011). *Classroom Assessment for Learning: Doing It Right-Using It Well* (2nd Edition). Princeton, N.J.: ETS. ISBN 978-0132685887

Course Objectives: The following objectives will be met in this course:

Course Objectives <i>The candidate will gain knowledge and skills in...</i>	Readings	Activities	Key Assessment	Conceptual Framework SHSU COE; NCATE CAEP Standard 1.Standards; D/DP	Standards State Standards
...using assessment processes and results that serve clear and appropriate purposes. (<i>Why Assess?</i>) 1, 2	<input type="checkbox"/> Ch. 1-2 <input type="checkbox"/> Article of choice	<input type="checkbox"/> Discover who we are as a class <input type="checkbox"/> Analyze, discuss, and write about essential course readings <input type="checkbox"/> Reflect on learning	<input type="checkbox"/> Reflection Questions <input type="checkbox"/> Article Critiques <input type="checkbox"/> Discussion Board #1	CF1, CF2, CF3, CF4; 1, 4; 1, 3, 6, 9	1.7k, 1.6s 1.12k, 1.12s, 1.13k, 1.13s, 1.14k, 1.14s, 1.25k, 1.25s 1.26k, 1.26s, 1.27k, 1.27s, 1.28k, 1.28s 1.29k, 1.29s 3.8k, 3.3s 3.10k, 3.14s
...creating clear and valued student learning targets and ...involving students in their own assessment. (<i>Assess What; Involve students how?</i>) 3	<input type="checkbox"/> Chapter 3	<input type="checkbox"/> Analysis of state standards (TEKS) <input type="checkbox"/> Analyze, discuss, and write about essential course readings <input type="checkbox"/> Reflect on learning	<input type="checkbox"/> Assessment Plan <input type="checkbox"/> Reflection Questions <input type="checkbox"/> Case Study Assignment	CF1, CF4; 1, 4; 1, 2, 3, 5, 6, 7, 8, 9	1.7k, 1.6s 1.12k, 1.12s 1.13k, 1.13s 1.14k, 1.14s, 1.15s
...translating learning targets into assessments that yield accurate results. (<i>Assess How?</i>) 4-7	<input type="checkbox"/> Ch. 4-7	<input type="checkbox"/> Create specific assessments aligned with chapters 4-7 <input type="checkbox"/> Analyze, discuss, and write about essential course readings <input type="checkbox"/> Reflect on learning	<input type="checkbox"/> Reflection Questions <input type="checkbox"/> Assessment Plan	CF1, CF2, CF4; 1; 9	1.26k, 1.24s 1.26k, 1.25s 1.27k, 1.26s 1.29k, 1.27s 1.28s 1.25k, 1.29s

...communicating and managing assessment results effectively. (<i>Communicate How?</i>)	<input type="checkbox"/> Ch. 9-10 <input type="checkbox"/> Article of Choice	<input type="checkbox"/> Read of and apply methods for descriptive feedback <input type="checkbox"/> Read of and apply sound grading practices <input type="checkbox"/> Analyze, discuss, and write about essential course readings <input type="checkbox"/> Reflect on learning	<input type="checkbox"/> Case Study Assignment	CF1, CF4; 1; 1, 2, 3, 5, 6, 7, 8, 9	1.25k, 1.22s 1.28s, 1.29s 2.6k 3.12k, 3.15s 3.13k, 3.16s 3.14k, 3.17s 3.15k, 3.19s 3.16k, 3.20s 4.12k, 4.14s 4.15s, 4.3s
...communicating and managing assessment results ethically. (<i>Communicate How?</i>)	<input type="checkbox"/> Chapter 13 <input type="checkbox"/> School STAAR data	<input type="checkbox"/> Analyze, discuss, and write about essential course readings <input type="checkbox"/> Reflect on learning	<input type="checkbox"/> Discussion Questions	CF 1, CF2, CF3, CF4; 1, 4; 9	1.7k, 1.28s 1.25s 1.30k, 1.31k 4.4k, 4.14k 4.15k, 4.16k 4.17k, 4.18k

State Standards: <http://www.tea.state.tx.us/index2.aspx?id=5938>
Conceptual Framework: <http://www.shsu.edu/~ncate/concept.html>
CAEP/NCATE: <http://www.ncate.org>

Course Content:

- Assessment for and of Learning
- TEKS Analysis
- Clear Learning Targets
- Teacher-made assessments/rubrics
- Student Motivation
- Reliability/Validity/Bias
- Sound Grading Practices
- Communicating Assessment results
- Ethics

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

Essential: Gaining factual knowledge (terminology, classification, methods, trends)

Important: Learning to apply course material (to improve thinking, problem solving, and decisions) as it pertains to assessment of student learning

Course Requirements:

1. It is expected that graduate students be active, enthusiastic, and [collegial participants](#) during the semester. In addition, it is expected that course work is completed in a timely and [professional manner](#) on the schedule posted. [Points may be lost if these expectations are not fulfilled.](#)
2. Class documents, assignment instructions, and handouts for this online course can be found on Blackboard and will be available for reading prior to actual due dates. Students have [specific due dates](#) to either post answers or responses to colleagues or to specific assignments to the instructor/professor. The evaluations of these postings and responses will be made by the instructor/professor utilizing various Web 2.0 tools and the designated criteria provided with each assignment. Late, incomplete, or incorrect posting may result in lower scores on assignments.
3. Finally, as you learn through the various materials and activities, [please do so through the eyes of a practicing teacher](#) (even if that is not your current role), as the course is designed to heighten the knowledge and skills of teachers in the classroom.

4. **Late assignment policy**

Assignments are due at midnight on the established due dates. There will be a point deduction of 50% of total points for that assignment if turned in within first 24 hours after due date. After that, I will not accept late assignments.

5. **Time requirement:** For each semester course hour attempted, at least three hours outside of the classtime is expected. **It is expected that if you are enrolled in this course, you can meet the time requirements.**

6. **Professionalism policy**

The frequency with which you check the status of the course in Blackboard, the quality of your interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to advance in the program.

Student Interaction Policy: When we are in the field (for those doing field experience), it is expected that you will maintain the highest degree of integrity and professionalism possible. With this in mind, we expect you to adhere to the following rules:

- Do NOT communicate with any public school student inside or outside school unless it concerns academics or classroom learning.
- Do NOT text, e-mail or access student Instagram, Facebook or any social media pages.
- Do NOT call students on their cell phones or home phones.
- Contact with students outside of school is prohibited.
- Do NOT give students rides or socialize with them or their families.

SHSU Dispositions and Diversity Proficiency (DDP) Standards

CF: Conceptual Framework

	DDP	CF	CAEP	NCATE
1.	Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	2	1.1 (InTASC #10) & 3.3	1. c., 1. g., & 4. c
2.	Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.	2	1.5 & 3.4	1.b, 4.a., & 6.d.
3.	Practices ethical behavior and intellectual honesty.	3	1.1(InTASC #9) , 3.3, & 3.6	1.g. & 4.a.
4.	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	3.1, 3.3	4.a.
5.	Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	3 & 5	1.1 (InTASC #2)	4.a.& 4.d.
6.	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3 & 5	3.1	4.a. & 4.d.
7.	Uses assessment as a tool to evaluate learning and improve instruction for all learners	4	1.1 (InTASC #6)	1.d. & 4.a.
8.	Demonstrates a commitment to literacy, inquiry, and reflection.	1 & 4	1.1 (InTASC #9) & 3.3	1. d, 1. g., & 4.a.
9.	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	5	1.1 (InTASC, & #2)	4.a.
10.	Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	5	1.1 (InTASC #2 and #9), & 1.4, 2.3	1.c., 3.c., 4.a., & 4.d.

CAEP: Council for the Accreditation of Educator Preparation (see page 20-21 of CAEP Standards for cross-cutting themes and diversity characteristics)

NCATE: National Council for the Accreditation of Teacher Education

The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation student in initial and advanced programs (*please provide additional information for the candidate if the DDP is administered during your course*).

Assignments: Assignments are discussed in Blackboard.

Assignments	Due Date	Points
Homepage	1/21	50
Discussion/Reflection Questions	2/4, 2/18,3/4 3/25	300 (4 total; 75 points each)
Article Critique	2/4	150
Deconstruct Standards/TEKS/Student Friendly Learning Targets	3/4	100
Assessment Plan Assignment	4/8	200
Case Study and Goal Planning Assignment	5/4	200
Total		1000 Points

Grades

Letter Grades	Points	Performance
A = 100-90%	1000-900	(Academic Excellence)
B = 89-80%	899-800	(Acceptable Performance)
C = 79-70%	799-700	(Passing – yet below acceptable)
F = 69% or below	699 or less	(Failure)

Schedule: See Blackboard

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students

- [Procedures in Cases of Academic Dishonesty #810213](#)
- [Students with Disabilities #811006](#)
- [Student Absences on Religious Holy Days #861001](#)
- [Academic Grievance Procedures for Students #900823](#)
- [SHSU Academic Policy Manual-Curriculum and Instruction](#)
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)

Course Expectations

Technology Requirements

It is expected that graduate candidates who register for online courses have the following computer skills: sending/receiving emails, attaching documents to emails, creating tables, creating PowerPoint presentations, conducting online research, and using library electronic reserves. Microsoft Word is the word processing program that is necessary to complete the assignments.

It is also necessary that students have access to a computer at home since much of the work for an online course is done in the evenings and on weekends. It is also expected that graduate students who register for an online course feel comfortable using a computer. Online courses move quickly and all students need to hit the ground running. This is NOT a place to begin learning the technology skills necessary for success.

Textbook requirements

Purchasing the necessary texts for an online course is the responsibility of the student. Required textbooks are essential for the successful completion of the module activities.

Note: Even if not assigned, please attempt to complete any of the activities and/or suggestions the text offers to deepen your learning. Some activities will be required; however, the more you self-engage in the text and its resources, the more you will learn.

Professionalism

Attendance (for online courses this is measured by logging in to Blackboard in timely and consistent fashions), punctuality, the quality of your interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to advance in the teacher certification and or degree process.

Resignations/Withdrawals

If you are unable to continue in this course, it is your responsibility to either drop the course or resign from the university. A course dropped after the deadline (see SHSU Academic Calendar) will result in a grade of F on your transcript.

To "resign", i.e. withdraw from all classes in which you are registered,

you must notify the Registrar's Office and process a Resignation Request. Failure to resign will result in a grade of F in each course you are enrolled. The student is responsible for initiating the "DROP" and informing the instructor.

Bibliography

Absolum, M. 2006. Clarity in the Classroom: Using formative assessment, Hodder Education, Mairangi Bay, New Zealand.

Assessment Reform Group. 2002. Assessment for Learning: 10 principles research-based principles to guide classroom practice, Assessment Reform Group, London, United Kingdom. Assessment Reform Group. 2002. Testing, Motivation and Learning, Assessment Reform Group, London, United Kingdom.

Black, P, Harrison, C, Lee, C, Marshall, B & Wiliam D. 2003. Assessment for Learning: Putting it into practice, Oxford University Press, Oxford, United Kingdom.

Black, P & Wiliam, D. 1998. "Assessment and Classroom Learning", Education: Principles, Policy and Practice, 5(1), 7-74.

Black, P & Wiliam, D. 1998. Inside the Black Box: Raising standards through classroom assessment, School of Education, King's College, London, United Kingdom.

Black, P & Wiliam, D. 2004. Working Inside the Black Box: Assessment for learning in the classroom, Phi Delta Kappan, Bloomington, United States.

Bloom, B. 1984. The search for methods of group instruction as effective as one to one tutoring. Educational Leadership, 41(8), 4-17.

Chappuis, J. 2009. Seven strategies of assessment for learning. Portland, OR: ETS Assessment Training Institute.

Chappuis, J 2005. Helping students understand assessment. Educational Leadership, 63(3), 39-43.

Gardiner, John (ed) 2006, Assessment and Learning, Sage Publications, London, UK.

Glasson, T 2009, Improving student achievement: A practical guide to Assessment for Learning, Curriculum Corporation, Carlton South, Australia.

Hattie, J., & H. Timperley. 2007. The power of feedback. Review of Educational Research.

Retrieved October 9, 2007 from <http://rer.sagepub.com>.

Johnston, P 2004, Choice Words: How our language affects children's learning. Stenhouse, Portland, United States.

Leahy, S, Lyon, C, Thompson, M & Wiliam, D. 2005. Classroom assessment: Minute by minute, day by day Educational Leadership, 63(3) 19-24.

McTighe, J & O'Connor, K. 2005. Seven practices for effective learning. Educational Leadership, 63(3), 10-17.

Martin-Kniep, G. 2005. Becoming a Better Teacher: Eight innovations that work, Association for Supervision and Curriculum Development, Alexandria, United States.

Popham, W. J. 2008. Transformative assessment. Association for Supervision and Curriculum Development, Alexandria, United States.

Stiggins, R.J. 2009. Assessment manifesto: A call for the development of balanced assessment systems. Portland, OR: ETS Assessment Training Institute.

Stiggins, R. 2005. Rethinking the motivational dynamics of productive assessment. MASS Journal, spring, pp 8-12.

Stiggins, R. 2007. Assessment through the student's eyes. Educational Leadership, 64(8), 22-26.

Stiggins, R. & Chappuis J. 2005. Using student-involved classroom assessment to close achievement gaps. Theory Into Practice, 44(1), 11–18.

Wiggins, G. 1998. Educative Assessment: Designing assessments to inform and improve student

performance, Jossey-Bass, San Francisco, United States.

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.