I. Course Description:
This course will provide a foundational understanding, both theoretical and practical, of the essential elements of educational assessment with a focus on diverse populations. In particular, formative and summative assessment methods will receive a strong focus as well as numerous other assessment strategies for diverse learners including: placement, diagnostic, self and peer assessment, alternative, authentic, and portfolio assessment. Measurements, test construction, validity and reliability will also be course topics. The course will also address standardized testing and data disaggregation. Co-requisite: SED 450L. Prerequisites: HMS 203, SED 370, SED 371, and SED 372 and admission to Teacher Education.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

Program Learning Outcomes:
1. The candidate will develop and adapt content specific instruction based on the needs of diverse students in a global and digital society.
2. The candidate will develop and adapt data-driven assessment based on the needs of diverse students in a global and digital society.
3. The candidate will design an effective classroom management plan for diverse learner centered educational settings.
4. The candidate will demonstrate critical pedagogical strategies and professional dispositions through analyses of contemporary issues in education.

Student Learning Outcomes:
1. The candidates will create an assessment portfolio that includes authentic alternative and performance assessments.
2. The candidates will develop unit and lesson plans with appropriate relevant assessments.

3. The candidates will critically evaluate research and readings connected to assessments.

A. GOALS AND OBJECTIVES:

COMMISSIONER STANDARDS: ASSESSMENT FOR CONTEMPORARY CLASSROOMS

1D(ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.

1F(i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.

1F(ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.

1F(iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

2B(ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.

2(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

4D(iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

5A(i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.

5A(ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.

5C(i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.

5C(ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

PPR TEST FRAMEWORK

2A. Demonstrates knowledge of students with diverse personal and social characteristics (e.g., those related to ethnicity, gender, language background, exceptionality) and the significance of student diversity for teaching, learning and assessment

3A. Understands the significance of the Texas Essential Knowledge and Skills (TEKS) and of prerequisite knowledge and skills in determining instructional goals and objectives.

3B. Uses appropriate criteria to evaluate the appropriateness of learning goals and objectives (e.g., clarity; relevance; significance; age-appropriateness; ability to be assessed; responsiveness to students’ current skills and knowledge, background, needs and interests; alignment with campus and district goals).

3C. Uses assessment to analyze students’ strengths and needs, evaluate teacher effectiveness and guide instructional planning for individuals and groups.
3D. Understands the connection between various components of the Texas statewide assessment program, the TEKS and instruction and analyzes data from state and other assessments using common statistical measures to help identify students’ strengths and needs.

3E. Demonstrates knowledge of various types of materials and resources (including technological resources and resources outside the school) that may be used to enhance student learning and engagement and evaluates the appropriateness of specific materials and resources for use in particular situations, to address specific purposes and to meet varied student needs.

4B. Understands that young children think concretely and rely primarily on motor and sensory input and direct experience for development of skills and knowledge and uses this understanding to plan effective, developmentally appropriate learning experiences and assessments.

4I. Analyzes ways in which teacher behaviors (e.g., teacher expectations, student grouping practices, teacher-student interactions) impact student learning and plans instruction and assessment that minimize the effects of negative factors and enhance all students’ learning.

4J. Analyzes ways in which factors in the home and community (e.g., parent expectations, availability of community resources, community problems) impact student learning and plans instruction and assessment with awareness of social and cultural factors to enhance all students’ learning.

4K. Understands the importance of self-directed learning and plans instruction and assessment that promote students’ motivation and their sense of ownership of and responsibility for their own learning.

8D. Applies criteria for evaluating the appropriateness of instructional activities, materials, resources and technologies for students with varied characteristics and needs.

8E. Engages in continuous monitoring of instructional effectiveness

10A. Demonstrates knowledge of the characteristics, uses, advantages and limitations of various assessment methods and strategies, including technological methods and methods that reflect real-world applications.

10B. Creates assessments that are congruent with instructional goals and objectives and communicates assessment criteria and standards to students based on high expectations for learning.

10C. Uses appropriate language and formats to provide students with timely, effective feedback that is accurate, constructive, substantive and specific.

10D. Knows how to promote students’ ability to use feedback and self-assessment to guide and enhance their own learning.

13D. Follows procedures and requirements for maintaining accurate student records

ESL STANDARDS:

7A. Knows basic concepts, issues and practices related to test design, development and interpretation and uses this knowledge to select, adapt and develop assessments for different purposes in the ESL program (e.g., diagnosis, program evaluation, proficiency).

7B. Applies knowledge of formal and informal assessments used in the ESL classroom and knows their characteristics, uses and limitations.

7C. Knows standardized tests commonly used in ESL programs in Texas and knows how to interpret their results.

7F. Knows how to use ongoing assessment to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals.

C. Mission of James I. Perkins College of Education
The mission of the James I. Perkins College of Education is to prepare competent, successful, caring, and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society.

**University Core Values**—In the College of Education at Stephen F. Austin State University, we value and are committed to:

1. *Academic excellence* through critical, reflective, and creative thinking
2. *Life-long learning*
3. *Collaboration* and shared decision-making
4. *Openness* to new ideas, to culturally diverse people, and to innovation and change
5. *Integrity*, responsibility, diligence, and ethical behavior, and
6. *Service* that enriches the community.

These Core Values are reflected in each of the following course assignments and activities.

**ESL STANDARDS:**

7A. Knows basic concepts, issues and practices related to test design, development and interpretation and uses this knowledge to select, adapt and develop assessments for different purposes in the ESL program (e.g., diagnosis, program evaluation, proficiency).

7B. Applies knowledge of formal and informal assessments used in the ESL classroom and knows their characteristics, uses and limitations.

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7F. Knows how to use ongoing assessment to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals.

**INTASC Standards (Interstate New Teacher Assessment Support Consortium):**

Standard #1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. Standard #2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. Standard #5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. Standard #7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. Standard #8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
CAEP Standards (Council for the Accreditation of Educator Preparation):

Standard 1 Candidate Knowledge, Skills, and Professional Dispositions: 1.1 Candidates demonstrate an understanding of the 10 INTASC standards at the appropriate progression level(s) in the following categories: the learner and learning and instructional practice. Standard 2: Clinical Partnership and Practice

ISTE Standards (International Society for Technology in Education):

1. Facilitate and inspire student learning and creativity.
2. Design and develop digital age learning experiences and assessments.

III. Course Assignments, Activities, Instructional Strategies, use of Technology

COURSE ASSIGNMENTS:

1. Assessment Portfolio: Students will create assessments including authentic, performance, alternative and other. This will include: *A critical reflection of your personal philosophy of assessment at the beginning and the end of the course. *A description of all the appropriate and relevant assessments for one entire unit plan in their content area. *One traditional and one alternative formative assessment for lessons in their content area. *One traditional summative assessment for their content area. *One modified summative assessment for their content area.

2. Unit and Lesson Design including appropriate assessments: Students will continue work on their unit and lesson design from earlier classes to include assessments appropriate for ELL and special needs students.

3. Reflection of assigned readings and research: Students will write critical reflections based on field observations and readings in the course. **Supports the PCOE core value of Academic Excellence through critical, reflective, and creative thinking.

4. Course Quizzes: Students will take 4-5 multiple choice quizzes, based on the textbook reading and materials discussed in class. **Supports the PCOE core value of Academic Excellence through critical, reflective, and creative thinking.

5. Attendance/ Professional Dispositions Evaluation At this point in each student’s professional development, the Department of Secondary Education expects pre-service candidates to demonstrate a wide range of professional dispositions, including: attendance, class participation, adherence to professional ethics, collaboration, commitment to diversity, initiative, responsibility, responsiveness to professional feedback, self-reflection, and student focus. Each student is required to participate in class through discussion and collaboration. Each unexcused absence besides the 2 personal days will result in a letter grade reduction. At 5 unexcused absences, you will fail this course. Based upon student attendance, and interaction and observation of each student during the semester, the course instructor will calculate the disposition grade. **Supports the PCOE core value of Integrity, responsibility, diligence, and ethical behavior.

<table>
<thead>
<tr>
<th>Assignments/SLOs</th>
<th>Directions</th>
<th>Percentage of final grade</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Portfolio (SLO 1/PLO 2)</td>
<td>Students will create 5 different assessment assignments to create a portfolio</td>
<td>40%</td>
<td>Feb. 9- April 6</td>
</tr>
<tr>
<td>4 Reflection Journals (SLO 3)</td>
<td>Students will write and submit journal entries that reflect the classroom activities and student’s internship experiences.</td>
<td>20%</td>
<td>Fri., Feb. 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Fri., March 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Fri., April 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Fri., May 4</td>
</tr>
<tr>
<td>Lesson Plan with Assessment Presentation (SLO 2)</td>
<td>Student will design a lesson plan and accompanying assessment; present to the class</td>
<td>20%</td>
<td>May 7 &amp; 9</td>
</tr>
<tr>
<td>3-4 Textbook-based Quizzes (SLO 3)</td>
<td>Students will take short, multiple-choice quizzes over the textbook and presented lesson materials.</td>
<td>10%</td>
<td>throughout</td>
</tr>
<tr>
<td>Professional Disposition &amp; Attendance (PLO 4)</td>
<td>Based on attendance, class participation, and evaluation response from mentor school/teacher</td>
<td>10%</td>
<td>throughout</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>
V. LiveText Statement:
Upon your enrollment in this course, if you do not already have an existing LiveText account, you should receive an access code for a free LiveText account. LiveText is a data management system that you will use to submit designated assignments in this course. The access code will come to you directly from the LiveText system to your SFA email account. If you do not receive this code by the end of the first week of class, please check you junk e-mail. If you still do not have the message, please contact the SFA LiveText coordinator at livetext@sfasu.edu. Once you have received the access code, it is YOUR responsibility to activate the account. Failure to activate the account and/or submit the required assignment(s) could result in course failure.

VI. Course Evaluations:
Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VII. Student Ethics and Other Policy Information:

Attendance

Given the important role whole class discussions and activities will play in this course, your presence in class is expected. Simply put, attendance is mandatory.

On the second unexcused absence, course grade will be dropped a letter grade. Each subsequent absence will result in an additional letter-grade reduction. Tardies or early departures count as one-half an absence, so two such unexcused occurrences will count as one absence. I will take attendance daily via a sign in sheet.

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the
accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including field experience documents, citations on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

All assignments will be turned in via D2L and will be checked for plagiarism using TurnItIn. Don’t cheat. Don’t plagiarize. You are planning on being a teacher. Teachers are held to a higher ethic than other professions. Also, your academic dishonesty makes life difficult for both of us. Do the work and grow as a professional. I take the time to give meaningful assignments. Take advantage of it and become an amazing teacher.

Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to
leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

VIII. Other Relevant Course Information:

Mobile technology:

Please turn mobile phones and other mobile technology to silent prior to the beginning of class. REFRAIN from non-instructional use of mobile technology during class. As adult learners, I trust any use of mobile technology—taking pictures of notes, looking up definitions, engaging in formative assessment apps, etc. is on task and I expect you not to take advantage of my professional trust.

IX. Course Calendar

<table>
<thead>
<tr>
<th>Week #</th>
<th>Topic</th>
<th>Assignment</th>
<th>Due by end of week:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Who are we and where do we come from? Copy IDs, introductions, background checks, read syllabus</td>
<td>Begin working on your introduction for your classroom &amp; mentor teacher</td>
<td>Visual Introduction to the Class; submit questionnaire</td>
</tr>
<tr>
<td>2</td>
<td>What is meaningful assessment?</td>
<td>Discussion over the article “Meaningful Assessment” which appears as a link in D2L</td>
<td>Discussion over the article provided.</td>
</tr>
<tr>
<td>4</td>
<td>Assessment Methods &amp; beginning the internship (meet your mentor &amp; the students sometime prior to Friday, Feb. 9)</td>
<td>Read Ch. 2: “Nature of Student Assessment.” Submit reflection 1.</td>
<td>Reflection Journal 1 Quiz 2 on Ch. 2</td>
</tr>
<tr>
<td>5</td>
<td>Assessment Models: characteristics, uses, advantages, limitations.</td>
<td>Meet with your mentor and arrange your schedule for internship. Get verification form signed. Prepare interview questions for next week’s task.</td>
<td>Assessment 1 in dropbox (mentor sheet signed) Mentor Contract signed</td>
</tr>
<tr>
<td>6</td>
<td>Connections between instruction &amp; assessment (can you teach effectively without any assessments?)</td>
<td>Read Ch. 1 “Achievement Assessment and Instruction.” Interview your mentor teacher (with your own questions) and submit a reflective response to this.</td>
<td>Quiz 3 on Ch. 1 Interview of Mentor teacher written discussion post due (with 4 or more replies to peers)</td>
</tr>
<tr>
<td>7</td>
<td>Objectives and planning assessments Create your own diagnostic assessment (1 of 5).</td>
<td>Read Ch. 3 “Planning for Assessment.” Submit your assessment 1 of 5.</td>
<td>Assessment 1 in dropbox (mentor sheet signed)</td>
</tr>
<tr>
<td>8</td>
<td>Create your own formative assessment 3. What types of assessment can be called “formative”? Submit all midterm docs from the internship site.</td>
<td>Work on your assessment assignment 2. Submit Reflection Journal entry 2 about mentor teacher’s POV on assessment. Bring in your midterm docs from the internship site – with all signatures!</td>
<td>-Reflection Journal 2. -Assessment 2 in D2L dropbox due -3 signed forms required: the internship checklist and the midterm evaluations (Student eval. of mentor &amp; mentor eval. of student)</td>
</tr>
<tr>
<td><strong>Spring Break – No Work!</strong></td>
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<tr>
<td>10</td>
<td>How can we assess student performance effectively? Assessment Models: Natural Performance Models. Create your own performance assessment 3.</td>
<td>Read Ch. 9 “Performance Assessments” and create your own assessment 3 of 5 – performance. Take Quiz 3 over the reading.</td>
<td>- Quiz 3 - Assessment 3 in D2L dropbox (mentor sheet signed) Your first lesson on site should be completed/video submitted!</td>
</tr>
<tr>
<td>11</td>
<td>How can we ensure your test results tell us anything valid and reliable about the students’ learning and your instruction? Create your own standardized assessment.</td>
<td>Read Ch. 6 “Writing Selection Items: Multiple Choice,” and Ch. 7 “Writing Selection Items: T/F, Matching, and Interpretive Exercise” and create your own assessment 4 of 5 – standardized.</td>
<td>Assessment 4 in D2L dropbox. - Observation of mentor with reflection due (Reflection 3) - Discussion with peers over the midterm observations</td>
</tr>
<tr>
<td>12</td>
<td>Test Prep: Pros and Cons. Create your own summative assessment 5of 5. Data Disaggregation and using testing data for performance evaluations: discussion. Rubrics and grading to be discussed</td>
<td>Read Ch. 4. “Validity and Reliability,” and Ch. 5 “Preparing and Using Achievement Tests” and take Quiz 4 on the readings.</td>
<td>Quiz 4 (mentor sheet signed)</td>
</tr>
<tr>
<td>13</td>
<td>Model test preparation of one of your 5 assessments with the group. Share rubric.</td>
<td>Presentations all during this week.</td>
<td>Present one of your assessments to the class via discussion thread. Share rubric.</td>
</tr>
<tr>
<td>15</td>
<td>Workshop/Lab: Work on Portfolios, lesson plan, assessments, presentations, etc.</td>
<td>Submit all mentor forms and evaluations. Presentations continued if necessary.</td>
<td>(mentor sheet signed for the last time; must have 50 hours!) - Lesson Plan for Pen. Lesson Submit final hours verification form.</td>
</tr>
</tbody>
</table>

Finals week (no final exam in this class! Your penultimate lesson in the mentor’s classroom will take place during the last two weeks of class. This will suffice as your final exam. Also, all your final lab documents will be due by May 9 at 11:59 pm)