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
13 D. 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.

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

COURSE ASSIGNMENTS:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Directions</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pictorial Autobiography</td>
<td>Scholars will share personal and professional experiences through a pictorial autobiography.</td>
<td>100 pts</td>
<td>September 1</td>
</tr>
<tr>
<td>Assessment Portfolio</td>
<td>Scholars will create 5 different assessment assignments to create a portfolio</td>
<td>500 pts</td>
<td>Bi-Weekly, Starting September 15th</td>
</tr>
<tr>
<td>Unit and Lesson Plan Analysis</td>
<td>Scholars will identify and analyze a model unit and lesson plan to analysis based on their discipline</td>
<td>100 pts</td>
<td>November 17th</td>
</tr>
<tr>
<td>Lesson Plan</td>
<td>Scholars will design a lesson plan and accompanying assessment based upon their field experience placement</td>
<td>100 pts</td>
<td>October 20th</td>
</tr>
<tr>
<td>Online discussion</td>
<td>Scholars will participate in online discussions and reflections about course topics.</td>
<td>100 pts</td>
<td>Throughout the semester</td>
</tr>
<tr>
<td>Group Chapter Critique and Presentation</td>
<td>Scholars will synthesize the issues in one chapter and write a reflection that is related to music education assessment, bilingual realities, and learning in today’s schools.</td>
<td>100 pts</td>
<td>September 29th</td>
</tr>
<tr>
<td>Quiz</td>
<td>Scholars will complete 2 quizzes focused on core readings, lectures, PowerPoints and discussions for the semester.</td>
<td>50 pts</td>
<td>Due October 11th, November 20th</td>
</tr>
</tbody>
</table>
Attendance and Weekly Reflection Journals- 14 pts.  
Scholars will write weekly reflection journals about class activities and internship experiences.  
140 pts.  
September 6th, 20th  
October 11th, 25th  
November 8th

Assessment in Music Ed Research Project/Presentation  
Scholars will research a topic in assessment within Music Education and creatively present their research to the class  
100 pts  
April 23rd and April 25th

Total points.  
1300 pts.

QUALITY OF ASSIGNMENTS:  
High professional standards are expected of all assignments. In order to obtain the full credit for an assignment, candidates must demonstrate higher order thinking skills (analyze data by applying theoretical and conceptual tools discussed in the course; construct convincing arguments; integrate information from various sources; evaluate various theoretical perspectives; etc.).

All writing assignments must be typed using 12-point Times New Roman or Calibri font, double-spaced. Please proofread your papers before submitting. Points will be deducted for inappropriate format, style, grammar, and spelling errors.

Poorly written papers will be returned and resubmitted with appropriate corrections before credit is earned.

All work will be submitted via D2L to the course instructor.

IV. Evaluation and Assessment (Grading):

Late work will be accepted at the discretion of the instruction, with a points penalty corresponding to the length of time it is late.

Student grades will be determined by the following criteria:

To determine your grade, take the points earned and divide by the number of points possible. Letter grades for the course will be determined as follows: 90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D, below 60%= F

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Agenda</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction, Placements, Background checks, weekly journal</td>
<td>August 25th and 27th</td>
</tr>
<tr>
<td>Introduction to Internship, Instructional Planning, Pictorial Autobiography, weekly journal</td>
<td>September 1 and 3</td>
</tr>
<tr>
<td>A Culture of Assessment, Standardized Testing, Summative Assessment</td>
<td>September 8</td>
</tr>
<tr>
<td>Assessment Portfolio Assignment #1- Summative</td>
<td>September 15</td>
</tr>
<tr>
<td>Culturally Responsive Pedagogy</td>
<td>September 22</td>
</tr>
<tr>
<td>Formative Assessment</td>
<td>September 29</td>
</tr>
<tr>
<td>Assessment and Lesson Plan</td>
<td>October 6</td>
</tr>
<tr>
<td>Assessment Portfolio Assignment #2- Formative</td>
<td>October 13</td>
</tr>
<tr>
<td>Data Driven Assessment</td>
<td>October 20</td>
</tr>
<tr>
<td>Data Disaggregation</td>
<td></td>
</tr>
</tbody>
</table>
Competency Based Testing
Internship Assessment Paper Due

The testing industry
Bias in Testing
Lesson Plan Due

Technology in Testing
Assessment Portfolio Assignment #3- Pre/Post

November 3

November 10

Assessment for ESL Students,
Assessment Portfolio Assignment #6- ESL
Lesson Plan Analysis

November 17

Class Overview

December 1st

*clinical experience journal due every week

Subject to change

VI. Readings:

Required text for the course is:


Additional Readings:

The National Assessment of Educational Progress (NAEP) arts assessment measures students' knowledge and skills in the arts by asking them to observe, describe, analyze, and evaluate works of music and visual art and to create original works of visual art. The most recent arts assessment was given in 2016 to approximately 8,800 students in grade 8. About one-half of eighth-grade students were assessed in music (4,300 students), and the other half were assessed in visual arts (4,400 students).

https://nces.ed.gov/nationsreportcard/arts/#:~:text=The%20National%20Assessment%20of%20Educational%20original%20works%20of%20visual%20art.

LiveText

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 your junk email. 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

Additional readings will be assigned and/or distributed as the class progresses. These will be provided by the instructor or will be designated as available on-line, in the library or in Course Packet.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. 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 Perkins 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.

VIII. Student Ethics and Other Policy Information:

Failure Clause: You can immediately earn an F in this course due to the following reasons:

- Falsifying records pertaining to any aspect of this course, including field experience hours
- Your tutoring, e-mentoring, or mentoring school asks for you to be removed
- You have violated state or federal law
- You have violated The Code of Ethics and Standard Practices for Texas Educators
- You have violated school and/or district policy
- You have violated university policy
- Any other egregious acts of non-professional behavior
- You have accumulated 5 unexcused absences in this class

**Note- Students in the secondary and all level education programs (undergraduate and PBIC) must earn a “C” or better in each pedagogy course before progressing to the next course/level. Students earning a grade less than “C” in a pedagogy course must repeat the course and earn a “C” or better before the course counts toward certification.

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 hour records) and citations on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Attendance

**Attendance is mandatory.** This course constitutes a portion of your professional preparation. You have two excused absences. Any more than the allowed absences may result in the lowering of the final grade in the course by a letter.

Students with Disabilities

To obtain disability-related accommodations and / or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325 (936) 468-3004 / 468-1004 (TDD) 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/. Location: Human Services Building, room 325. Phone: (936) 468-3004.

Academic Integrity
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) 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 your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**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).

**Withheld Grades Semester Grades Policy (A-54)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, 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 and F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Acceptable Student Behavior**

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](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**Undergraduate Teacher Certification**

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

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.

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.texes.ets.org/registrationBulletin/ <http://www.texes.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.

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.

IX. Relevant Course Information:

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


Parents and Caregivers

Parents and caregivers deserve access to education. Especially now, in our virtual learning space, with many children learning from home and schools facing sudden closures, I expect children to be present in class from time to time.

1) Breastfeeding babies and children of all ages are welcome and may be visible on-screen during class sessions. Alternatively, parents and caregivers may turn the camera off when more privacy is required.
2) Stepping away momentarily for childcare reasons is completely understandable and expected. Simply mute and/or turn off your camera as necessary and rejoin us when you are able.
3) Do not take any photos, audio, or video of any children on screen. Students who do so are subject to censure.
4) All students are encouraged to support and respect caregivers as they mute and/or turn off their video and use the chat function as needed.
5) Please consider disclosing your student-caregiver status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all students in my classes, I am happy to problem-solve with you in a way that makes you feel supported as you strive for school-caregiver balance.