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 diagnostic, self and peer assessment, alternative, authentic, and portfolio assessment. Measurement, test construction, validity and reliability will also be course topics. The course will also address standardized testing and data disaggregation. Co-requisite: SEED 4250L.

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 traditional, 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:
For the relevant TEA Commissioner’s Standards for this course, see TAC, Title 19, Part 2, Chapter 149, #1-5, Commissioner’s Rules Concerning Educator Standards at:
TEA Pedagogy and Professional Responsibilities Standards (PPR) for Educators: See Standard I, #1.25k-1.31k, 1.24s-1.29s, Standard III, #3.12k-3.16k, 3.15s-3.20s, Standard IV, #4.10k, 4.12k, 4.14s at
http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/

PPR TEST FRAMEWORK
The content of the course and underlying principles are defined in the 13 TExES Competencies for Teacher Preparation in the State of Texas. The focus of SEED 371 can be found in Competencies 001, 002, 003, 004, 008, 009, and 010.
The competencies can be found at http://cms.texas-ets.org/prepmaterials/

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.

InTASC Standards See standard #6 Assessment

CAEP Standards:

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions
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. Weekly Field Experience Reflections (10 pts each): Students will write weekly reflection journals about class activities and internship experiences.
2. Assessment Portfolio (200 pts): Students will create assessments including authentic, performance, alternative and other.
3. Lesson Design including appropriate assessments (100 pts): Students will create a lesson for implementation in the FE including assessments.
4. TAPR Assignment (75 pts): Students will evaluate standardized testing data.
5. Assessment Analysis (200 pts): Students will evaluate an assessment from their placements.

**Failure Clause:** You can immediately earn an F in this course due to the following reasons:
- Falsifying documents and records pertaining to any aspect of this course, including field experience hours
- Your observing, tutoring, 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

**Students must successfully complete both SEED 4250 and Field Experience III SEED 4250 Lab, making a grade of “C” or higher in each course and fulfilling the 30 clock hour lab requirement as well. If they do not, they are required to re-take the course(s) and are required to meet with the Department Chair and Secondary Program coordinator before they will be allowed to register again.**

**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. 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.

**IV. Evaluation and Assessment (Grading):**
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>Week</th>
<th>Topic</th>
<th>Assignment / Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/24</td>
<td>Syllabus</td>
<td>Make contact by email with supervising teacher; Due 9/6</td>
</tr>
<tr>
<td>8/31</td>
<td>NCA Ch. 1 – <em>Determining Goals, Targets &amp; Objectives</em></td>
<td>Make contact by email with supervising teacher; Due 9/6</td>
</tr>
<tr>
<td>Date</td>
<td>Chapter(s)</td>
<td>Reading(s)</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>------------</td>
</tr>
</tbody>
</table>
| 9/7  | NCA Ch. 2 – *How Will Assessment Be USEED?*  
Classroom Assessment Ch 1 - provided | Critical reflection of Ch 1 & 2;  
Complete Quiz on Ch 1 on CA  
Complete Discussion Board  
Due 9/15 by 11:55 pm |
| 9/14 | NCA Ch 3 – *Designing Assessments That Evolve From Instruction*  
NCA Ch 4 – *Beginning the Design Process* | Critical reflection of Ch 3 & 4  
Due 9/29 |
| 9/21 | Classroom Assessment Ch 3 – provided – *High-Quality Classroom Assessment* | Complete Quiz CA Ch 3  
Complete Discussion Board  
Due 9/29 |
| 9/28 | Classroom Assessment Ch 4 – provided - *Embedded Formative Assessment* | Critical Reflection of Ch 4  
Discussion Board |
| 10/5 | Read Formal & Informal Assessment  
Lesson Plan #1 – Start 1st Draft | Complete Assessment #1:  
Formative Informal  
Due 10/13 |
| 10/12 | Read Formative & Summative Assessments | Complete critical reflection  
Due 10/27 |
| 10/19 | Classroom Assessment Ch 5 – *Summative Based Formative Assessment* | Complete Quiz 5 – CA  
Complete Discussion Board  
Complete Assessment #2:  
Formative Formal  
Due 10/27  
Lesson Plan #1 Due |
| 10/26 | NCA – Ch 6 – *Using Multiple Choice and Other Objective Measurements* | 1-2 pg reflection  
5 test questions  
Due 11/10  
Teaching of Lesson #1 Due 11/1 |
| 11/2 | NCA – Ch 7 – *Using Essays & Reports*  
NCA – Ch 8 – *Incorporating Affective & Related Ideas* | Critical reflection  
Complete Discussion Board  
Complete Assessment #3:  
Traditional Summative |
Interview Teacher re: testing strategies; write summary Respond to 2 classmates posts Due 11/10

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/9</td>
<td>Chapter 10 – PDF doc provided</td>
<td>Ch 10 Quiz Discussion Board – Research Rubrics Respond to 2 classmates</td>
</tr>
<tr>
<td></td>
<td>Lesson Plan #2 – Rough Draft</td>
<td>Assessment #4 Share Lesson Plan #2 w/ classmate</td>
</tr>
<tr>
<td>11/16</td>
<td></td>
<td>Assessment #5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lesson #2 due &amp; taught by 11/24</td>
</tr>
<tr>
<td>11/23</td>
<td>Thanksgiving</td>
<td></td>
</tr>
<tr>
<td>11/30</td>
<td>TBD</td>
<td>TAPR assignment</td>
</tr>
<tr>
<td>12/7</td>
<td>Finals</td>
<td>Assessment Portfolio</td>
</tr>
<tr>
<td>12/10</td>
<td>Finals</td>
<td>Assessment Analysis</td>
</tr>
</tbody>
</table>

VI. Readings: (Required and recommended—including texts, websites, articles, etc.):


2. **Required**: LiveText account. This course uses the Live Text data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing Live Text account will receive an access code via the SFA email system within the first week of class. You will be required to register your Live Text account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning Live Text registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

3. **Required: Field Experience Module (FEM) $18.00**: In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. This add-on will be used in BOTH the internship course and student teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $18.00 for a multiple year subscription.
VII. 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 planning improvement, planning, and accreditation 2. Instruction evaluation purposes 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 the final grades are posted.

VIII. Student Ethics and Other Policy Information:

A. Class Attendance: Policy 6.7

Regular, punctual attendance, documented participation, and 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. 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. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted university excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Personal Days-Students are expected to attend all classes, arrive on time, sign in, and actively participate in class. Students are allowed two “personal days” that they may take at their discretion, but only with prior notification. You may notify the instructor by phone, email, or during class time. Exam days are excluded from this policy. Work due on the day you are absent must still be submitted ON THAT DAY, by a classmate or electronically.

A. Excused Absences-You also have officially excused SFASU days available to you that are covered under SFASU policy. University policy lists the following reasons for excusing a student: Health-related issues, family emergencies, and student participation in university-related activities. Sick days and university-related activities require appropriate documentation so that any missed work may be completed.

B. LATE WORK POLICY- Late work may be taken at the discretion of the professor with a penalty to the grade.

C. Academic Accommodation for Students with Disabilities: Policy 6.1 and 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, 936-468-3004 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/

D. Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

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 citations, on an assignment;
- 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 purchaSEED or otherwise obtained from the Internet or another source;
- 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).

E. 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.

F. 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. 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 policy 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 http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.
G. To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

   a. 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.

   b. Provide one of the following primary ID documents: passport, driver’s 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/). 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.

   c. 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 Martin at 936-468-1740 or snyderke1@sfasu.edu

H. Mobile technology: Please turn off any mobile phones prior to the beginning of class unless we are using them to complete a class assignment. If the instructor asks you to refrain from using your personal and/or mobile devices in class and you continue to do so, that is a violation of your professional dispositions and will be penalized on that part of your class grade. If you are expecting an important call during class time, please inform the instructor before class.

I. Undergraduate Teacher Certification
The “Undergraduate Initial Teacher Certification Handbook”, available on-line at the college of Education website contains all policies and procedures related to undergraduate teacher certification. Teacher education candidates are responsible to know and understand the policies and procedures outlined in this handbook.